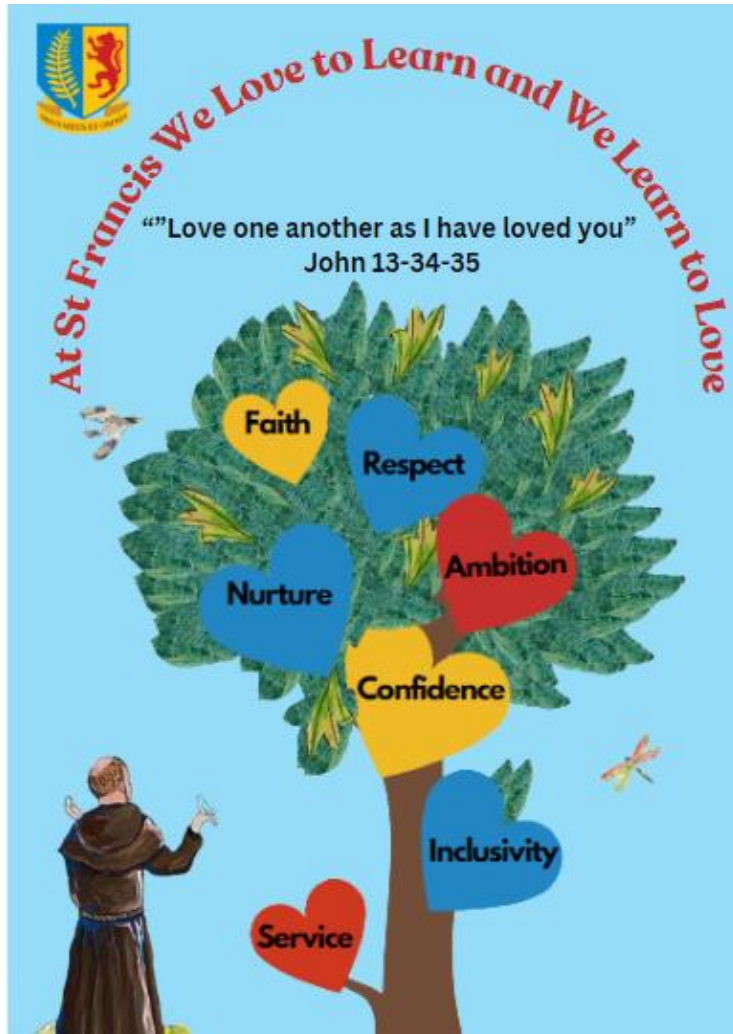
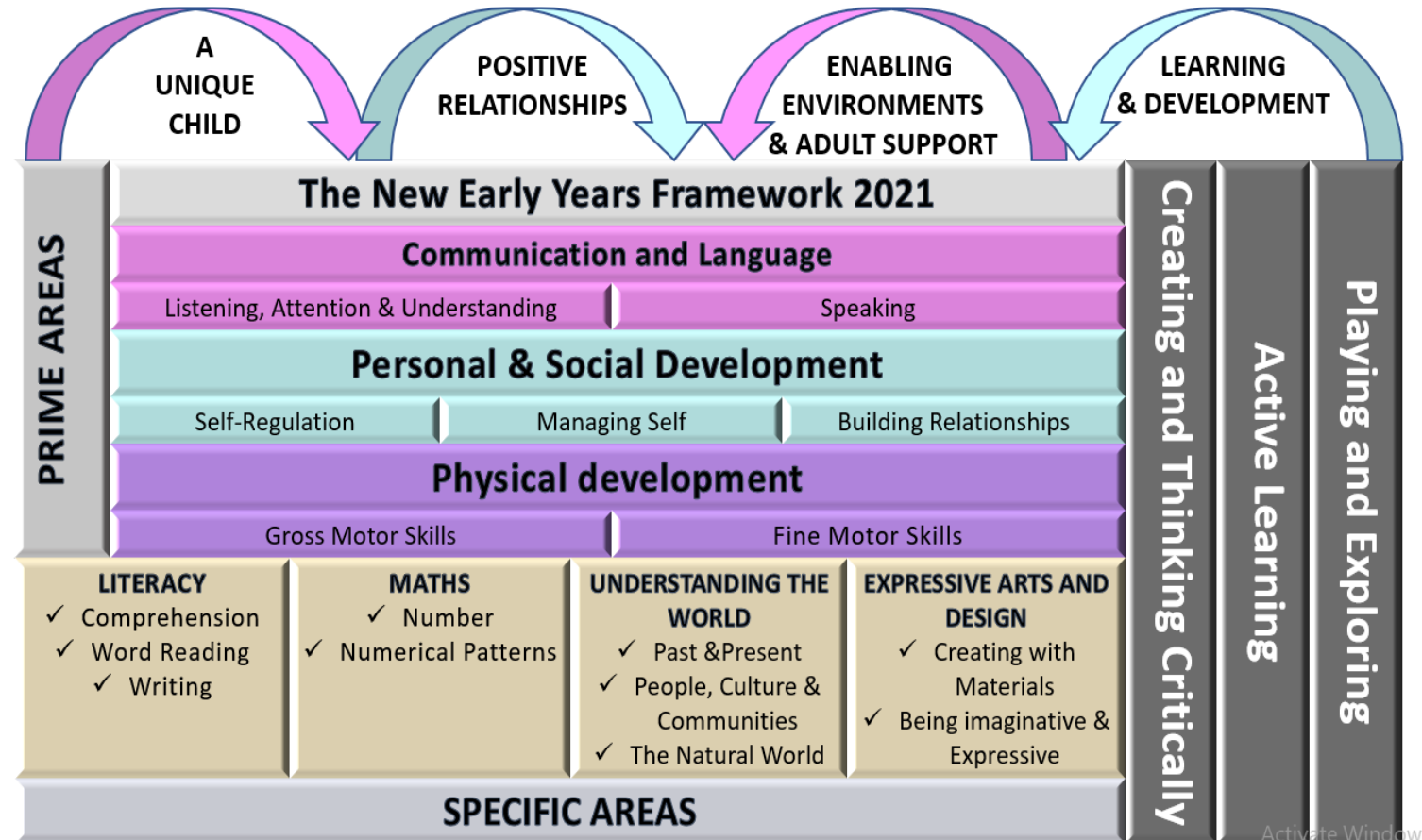



# RECEPTION LONG TERM PLAN 2024-25



Our reception class is the beginning of our children’s journey along the ‘St Francis Way’ so these values are woven into all that we do to ensure that children have the best possible foundation for their time with us and beyond. Our curriculum values the uniqueness of each child and will take account of children’s different life experiences. We know that our children will develop different skills and knowledge at different times and we will use our insight into them as individuals to adapt our curriculum and plan their next steps. Staff will use their knowledge of child development alongside Development Matters and the EYFS Framework to support our understanding of where children need to go next. Quality play experiences in an engaging and stimulating environment based on children’s needs and interests will facilitate much of their learning, alongside guided learning; adult modelling across a range of activities; direct teaching and quality interactions.



	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTCOST 1	PENTECOST 2
<p>GENERAL THEMES NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION</p>	<p><b>WHO AM I ?</b> Starting school / my new class / New Beginnings People who help us / Careers Welcome/Birthdays How have I changed? My family What am I good at? How do I feel? How do I make others feel?</p>	<p><b>LIGHT AND DARK</b> Space Traditional Tales Harvest Special food The Nativity Christmas Diwali</p>	<p><b>THE ANIMAL KINGDOM!</b> Safari Animals around the world Climates / Hibernation Down on the Farm Mini Beasts Animal Arts and crafts Night and day animals Animal patterns Good news</p>	<p><b>AMAZING NATURE</b> Plants &amp; Flowers Weather / seasons The great outdoors Forest School Planting seeds Reduce, Reuse &amp; Recycle Materials Life cycles</p>	<p><b>OUT AND ABOUT</b> Around the Town Where do I live? Where have we lived before this? How do I get there? Where in the world have you been? Where do we live in the UK / world? The weather</p>	<p><b>AT THE SEASIDE!</b> Under the sea Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Fossils – Mary Anning Seasides in the past Compare: Now and then! Seaside art</p>
<p><b>POSSIBLE TEXTS</b></p>	<p>Enormous turnip The Smartest Giant The Colour Monster The Big Book of Families You choose The Ugly Duckling Cave baby I just do it differently</p>	<p>Cant you sleep little bear? Aliens love underpants Man on the moon NF Space books Golidlocks The little red hen Christmas Story / Nativity Rama and Sita recipe books</p>	<p>The Odd Egg Aghh Spider! Tiger who came to tea Diary of a wombat Elephant and the Bad Baby Pig in the Pond NF animal books</p>	<p>The Tiny Seed Oliver's Vegetables Jack and the Beanstalk One Plastic Bag Jasper's Beanstalk Tree, Seasons come and seasons go A stroll through the seasons</p>	<p>The Snail and the Whale The Way back Home The Naughty Bus Oi! Get off my train! The jolly postman The Crayons Books about different places Maps and atlases</p>	<p>Lighthouse Keeper's Lunch Under the Sea Non – Fiction P is for Passport The Journey World Atlases Tiddler Sharing a shell Commotion in the ocean Somebody's swallowed Stanley</p>
<p><b>ENRICHMENT / OPPORTUNITIES TO BUILD CULTURAL CAPITAL</b></p>	<p>Autumn Trail Remembrance Day Nurse / Firefighter visit Birthdays Favourite Songs What do I want to be when I grow up? Video for parents. Visits from past pupils  Balance bikes</p>	<p>Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Harvest Time Hannukah Christmas around the world  Black History Month Remembrance day Stories by the Fireside World Space Week Children in Need Anti- Bullying Week</p>	<p>Chinese New Year LENT Story Telling Week Random Acts of Kindness Week Valentine's Day Internet Safety Day Animal Art week  ZOO visit or animals visiting school</p>	<p>Lambing visit Walk to the park / Picnic Planting seeds Easter time Weather experiments Weather Forecast videos Nature Scavenger Hunt Vincent Van Gogh Study Mother's Day Queen's Birthday Science Week Eater Egg Hunt</p>	<p>Post a letter Food tasting – different cultures Map work - Find the Treasure Start of Ramadan Eid D-Day Road Safety</p>	<p>Visit to the beach/ Rutland water Under the Sea – singing songs and sea shanties Fossil hunting Healthy Eating Week World Environment Day Anniversary of the NHS</p>
<p><b>INSPIRATIONAL PEOPLE</b></p>	<p>Olympians and paralympians</p>	<p>Malala Yousafzai</p>	<p>David Attenborough</p>	<p>Greta Thunberg</p>	<p>Great explorers</p>	

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO AM I?	LIGHT AND DARK	THE ANIMAL KINGDOM	AMAZING NATURE	OUT AND ABOUT	AT THE SEASIDE!
 <p>OVER ARCHING PRINCIPLES</p>	<b>Characteristics of Effective Learning</b>					
	<p><b>Playing and exploring:</b> - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - children have and develop their own ideas, make links between ideas, and develop strategies for doing things</p> <hr/> <p>Education for children’s futures requires supporting children’s ability to learn and think for themselves. Each unique child is an active agent of their own development. Children’s emotional wellbeing is the first necessity for effective learning. Play and self-initiated activities are ideal opportunities to build Characteristics of Effective Learning.</p> <p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><i>Children thrive within environments that support their individual and diverse development needs. Enabling Environments offer children security, comfort, choice, engagement and opportunity. Children’s learning is best supported when they have opportunities which allow for movement and action, creativity and imagination, independence and collaboration. Time outdoors benefits children by offering unique opportunities. Open-ended resources enable children to access and combine processes of development and learning. Inclusive spaces are nurturing and supportive of all children.</i></p> <p><b>Learning and Development:</b> 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.</p>					

# RECEPTION LONG TERM PLAN 23-24

	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTCOST 1	PENTECOST 2
GENERAL THEMES	WHO AM I?	LIGHT AND DARK	THE ANIMAL KINGDOM	AMAZING NATURE	OUT AND ABOUT	AT THE SEASIDE!
OUR CURRICULUM VALUES  These will mirror the principles and values of our school & The St Francis Way.  Key themes are mapped out across the year but will be woven into all that we do.	<b>The St Francis Way- Knowledge and Enquiry- Curiosity, Metacognition, Perseverance-</b>	<b>The St Francis Way- Joy &amp; Spirit: Sense of Humour, Faithfulness, Gratitude</b>	<b>The St Francis Way: Community- solidarity, courtesy and forgiveness</b>	<b>The St Francis Way- Responsibility- Self-control, resilience, compassion, service</b>	<b>The St Francis Way: Ambition: Attentiveness, Humility, Courage</b>	<b>The St Francis Way: Communication: Confidence/Creativity/Co-operation</b>
ASSESSMENT OPPORTUNITIES	Analyse Nursery Assessments In-house - Baseline data on entry National Baseline data by end of term Set up Tiny Tracker Phonic Intervention groups	Ongoing assessments Baseline analysis Pupil progress meetings Parents evening info EYFS team meetings In house moderation Phonics phase assessments	Cluster moderation Trust moderation EYFS team meetings Phase meeting and internal moderations Phonics phase assessments Phonics tracker	Pupil progress meetings Parents evening info EYFS team meetings Phonics phase assessments Phonics tracker	School moderation Trust moderation EYFS team meetings  Phonics phase assessments Phonics tracker	Pupil progress meetings Parents evening info EYFS team meetings  EOY data
PARENTAL INVOLVEMENT	Stay and play Home visits / Parents Evening Harvest Assembly Home / School Agreement dojo Phonics workshop	Nativity Parents forum Parents Evening Family breakfast	Parents forum Class liturgy Book at Bedtime	Parents Evening Share a story Sharing morning	Share a story Maths Morning – Look how far we have come!	Share a story Parents Evening Parent’s Picnic

	AUTUMN 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
GENERAL THEMES	WHO AM I?	LIGHT AND DARK	THE ANIMAL KINGDOM	AMAZING NATURE	OUT AND ABOUT	AT THE SEASIDE!

## COMMUNICATION AND LANGUAGE

Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.

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**.

Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, RSHE times, stories, singing, speech and language interventions - NELI, class liturgies, assemblies, culture box and other weekly interventions.

## DAILY STORY TIME

<p>Greetings and good manners. Good manners when communicating in different situations – talk routines- Waiting turns, speaking at different volumes/tones/talk routines. Introducing ourselves Talking about ourselves. Asking questions Making friends, how to initiate play/chat familiar to them What are your passions / goals / dreams? Listening skills Rhyming and alliteration Sharing facts about me! Mood Monsters Shared stories Use new vocabulary in different contexts</p>	<p>Develop social phrases Listening and responding to stories– answering why questions Story language Talk about parts of the stories they have heard Word hunts Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Developing vocabulary through stories read and topics discussed Learn rhymes, poems and songs Use new vocabulary in different contexts</p>	<p>Using language well Ask’s how and why question Extending vocabulary – describing words Retell a story with story language Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Animal rhymes and songs Ask and answer questions about non-fiction texts Use new vocabulary in different contexts</p>	<p>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 Extending vocabulary – adjectives Articulate themselves through well formed sentences -Sentence structure – colourful semantics Use new vocabulary in different contexts</p>	<p>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.  Describing places they have been. Positional language Describing events in details Using connectives Explaining different points of view. Describing a different place  Use new vocabulary in different contexts</p>	<p>Rhyming stories and songs Making up their own stories Articulate themselves through well formed sentences Extending sentences using different connectives Describing a holiday Weather words Naming different feeling about holidays/change</p>
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	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
GENERAL THEMES	WHO AM I?	LIGHT AND DARK	AMATHE ANIMAL KINGDOM	AMAZING NATURE	OUT AND ABOUT	AT THE SEASIDE
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>Children’s personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b>, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, 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 <b>children can achieve at school and in later life</b>.</p>					
MANAGING SELF  SELF - REGULATION  BUILDING RELATIONSHIPS  RSHE  LINK TO ST FRANCIS WAY, CHARACTER STRENGTHS AND VIRTUES, CLASS LITURGY AND ASSEMBLY  CAFOD 10:10 RSHE PROGRAMME	New Beginnings Class Rule Rules and Routines Responsibilities in school Supporting children to build relationships Dreams and Goals Naming different kinds of feelings – daily check ins Keeping clean – washing hands, using the toilet independently –	Making healthy food choices Not wasting food Teeth brushing technique- dentist visit 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.	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 explicit examples of how others might feel in particular scenarios	Relationships What makes a good friend? Healthy me 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	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.	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.
	Story sessions Handmade with love 4. People who help us	1. I am me 2. Heads Shoulders, knees and toes 3. Ready teddy?	1. I like, you Like, we all like! 2. Good feelings, Bad feelings 3. Lets get real 1. Growing up	1. Role model 1. Who’s who 2. You’ve got a friend I me 3. Forever friends	1. Safe inside and out 2. My Body My Rules 3. Feeling poorly	1god is love 2 loving God Loving others 1. me, you, Us
	Show an understanding of their own feelings and those of others, and begin to <b>regulate their behaviour accordingly</b> . Set and work towards simple goals, being able to wait for what they want and <b>control their immediate impulses when appropriate</b> . Give <b>focused attention to what the teacher says</b> , responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.					<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.”</i> <i>Education Endowment Foundation.</i>
<ul style="list-style-type: none"> <li>✓ Controlling own feelings and behaviours</li> <li>✓ Applying personalised strategies to return to a state of calm</li> <li>✓ Being able to curb impulsive behaviours</li> <li>✓ Being able to concentrate on a task</li> <li>✓ Being able to ignore distractions</li> </ul>			<ul style="list-style-type: none"> <li>✓ Behaving in ways that are pro-social</li> <li>✓ Planning</li> <li>✓ Thinking before acting</li> <li>✓ Delaying gratification</li> <li>✓ Persisting in the face of difficulty.</li> </ul>			

	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
GENERAL THEMES	WHO AM I?	LIGHT AND DARK	THE ANIMAL KINGDOM	AMAZING NATURE	OUT AND ABOUT	AT THE SEASIDE!

**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**.

<p><b>FINE MOTOR</b></p> <p>Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> <p>DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES</p>	<p>Draw lines and circles using gross and fine motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Practice correct pencil Grip</p> <p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Manipulate objects with good fine motor skills</p> <p>Using a knife and fork</p> <p>Buttons zips</p> <p>using scissors – loop scissors, spring, standard scissors</p>	<p>Develop muscle tone to put pencil pressure on paper</p> <p>Use tools to effect changes to materials</p> <p>Show preference for dominant hand</p> <p>Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p> <p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Using a knife /fork</p> <p>Opening packets/bottles</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Begin to form letters correctly – Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely.</p> <p>Holding Small Items / Button Clothing / Cutting with Scissors</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Hold pencil effectively with comfortable grip</p> <p>Forms recognisable letters most correctly formed</p> <p>Begin to form letters correctly – becoming more consistent with size.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Develop pencil grip and letter formation continually</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors /</p> <p>Start to cut along a curved line, like a circle / Draw a cross</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Form letters correctly</p> <p>Copy a square</p> <p>Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture</p> <p>Start to draw pictures that are recognisable /</p> <p>Build things with smaller linking blocks, such as Duplo or Lego</p> <p>Developing handwriting style which is fast efficient and accurate.</p>
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<p><b>GROSS MOTOR</b></p> <p>WEEKLY YOGA, DOUGH DISCO/FINGER GYM</p> <p>BIG MOVES – INTERVENTION FUNDAMENTAL MOVEMENT SKILLS</p>	<ul style="list-style-type: none"> <li>PE topic: Introduction to PE Unit 1</li> <li>Cooperation games i.e. parachute games.</li> <li>Using stairs sensibly</li> <li>Moving appropriately around the setting</li> <li>Climbing – outdoor equipment</li> <li>Different ways of moving to be explored with children</li> <li>Changing for PE.</li> <li>Sitting posture – table /floor.</li> <li>Controlling our bodies – keeping still, respecting others personal space</li> <li>scooters</li> <li>Balance bikes - no pedals</li> </ul>	<p>BIG MOVES programme</p> <p>PE Topic: Fundamental Movement</p> <ul style="list-style-type: none"> <li>Ball skills- throwing and catching.</li> <li>Crates play- climbing. Skipping ropes in outside area</li> <li>dance related activities</li> <li>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push., skateboards, wheelbarrows, prams and carts are all good options</li> <li>Holding objects safely/balancing e.g dinner tray, cups of water multiple objects</li> <li>scooters</li> <li>Balance bikes</li> </ul>	<ul style="list-style-type: none"> <li>PE Units: Gymnastics/Dance</li> <li>Ball skills- aiming, dribbling, pushing, throwing &amp; catching, patting, or kicking</li> <li>Dance / moving to music</li> <li>Gymnastics ./ Balance</li> <li>Ongoing fundamental movement skills activities –Hopping and skipping</li> <li>Balance bikes and pedal bikes for those that are ready</li> </ul>	<ul style="list-style-type: none"> <li>Balance- children moving with confidence</li> <li>dance related activities</li> <li>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</li> <li>Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</li> <li>Ongoing fundamental movement skills activities –climbing running</li> <li>balance bikes and pedal bikes for those that are ready</li> </ul>	<p>PE Units: Ball Skills/Games</p> <ul style="list-style-type: none"> <li>Obstacle activities</li> <li>children moving over, under, through and around equipment</li> <li>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.</li> <li>Dance / moving to music</li> <li>Ongoing fundamental movement skills activities –skipping jumping</li> <li>Developing fluent controlled movements</li> <li>balance bikes and pedal bikes for those that are ready</li> </ul>	<ul style="list-style-type: none"> <li>dance related activities</li> <li>Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.</li> <li>Gymnastics / Balance combine different movements</li> <li>Obstacle courses and sports day activities</li> <li>Races / team games involving gross motor movements</li> <li>Using bats and balls</li> <li>balance bikes and pedal bikes for those that are ready</li> </ul>
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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.

	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
GENERAL THEMES	WHO AM I?	LIGHT AND DARK!	THE ANIMAL KINGDOM!	AMAZING NATURE!	OUT AND ABOUT!	AT THE SEASIDE!
LITERACY	<p>It is crucial for children to develop a <b>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 composition (articulating ideas and structuring them in speech, before writing)</p>					
COMPREHENSION - DEVELOPING A PASSION FOR READING	<p>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.</p>	<p>Retell stories related to events through acting/role play. Using a recipe to cook Christmas letters/lists. Retelling stories using images / apps Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Finding information from non fiction books Sequence story – use vocabulary Rhyming and alliteration</p>	<p>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.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words. Make the books available for children to share at school and at home.</p>	<p>Information leaflets about animals in the garden/plants and growing.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day</p> <p>Timeline of how plants grow.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events</p>	<p>Stories from other cultures and traditions</p> <p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p> <p>Role play area – book characters</p>	<p>Can draw pictures of characters/ event / setting in a story</p> <p>Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions</p> <p>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.</p> <p>Sort books into categories.</p>
WORD READING	<p><b>Phonic Sounds:</b> s a t p i n m d g o c k c k e u r h b f l</p> <p>Oral blending and segmenting Correct articulation of sounds Rhyming alliteration knows that print is read from left to right</p> <p>Tricky word I is the</p>	<p><b>Phonic Sounds:</b> f ll ss j v w x y z zz qu ch sh th ng nk</p> <p>• words with –s /s/ added at the end (hats sits) • words ending –s /z/ (his) and with –s /z/ added at the end (bags)</p> <p>Tricky words : put* pull* full* as and has his her go no to into she push* he of we me be</p>	<p><b>Phonic Sounds</b> ai ee igh oa oo oo ar or ur ow oi ear air er</p> <p>• words with double letters • longer words</p> <p>Tricky words : was you they my by all are sure pure</p>	<p><b>Phonic Sounds:</b> Review Phase 3 • longer words, including those with double letters</p> <p>• words with –s /z/ in the middle • words with –es /z/ at the end • words with –s /s/ and /z/ at the end.</p> <p>Revision of tricky words learned so far</p>	<p><b>Phonic Sounds:</b> Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –es</p> <p>Tricky words : said so have like some come love do were here little says there when what one out toda</p>	<p><b>Phonic Sounds:</b> Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words and compound word</p> <p>Revise tricky words</p>
<p>Or school uses the LittleWandle letters and sounds programme .The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across the year in order to move this knowledge into their long term memory. Children who are not keeping-up with their peers are given additional practice immediately through keep-up sessions..</p>						



	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
GENERAL THEMES	WHO AM I?	LIGHT AND DARK	THE ANIMAL KINGDOM	AMAZING NATURE	OUT AND ABOUT	AT THE SEASIDE!
WRITING	<p><b>Texts as a Stimulus:</b></p> <ul style="list-style-type: none"> <li>Where the Wild Things Are</li> <li>Bringing the Rain to Kapiti Plain</li> <li>Anansi the spider</li> <li>Colour monsters</li> <li>Enormous turnip</li> <li>The Smartest Giant</li> <li>The Big Book of Families</li> <li>Cave baby</li> <li>Nursery Rhymes</li> </ul> <p><b>Key Skills:</b> Name writing 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. Writing new sounds learned in phonics Using magnetic letters to segment and spell cvc words in line with phonic knowledge</p>	<p><b>Texts as a Stimulus:</b></p> <ul style="list-style-type: none"> <li>Look up!</li> <li>I am Henry Finch</li> <li>Can you sleep little bear</li> <li>Aliens love underpants</li> <li>Man on the moon</li> <li>NF Space books</li> <li>Golidlocks</li> <li>The little red hen</li> <li>Christmas Story / Nativity</li> <li>Rama and Sita</li> <li>Owl babies</li> <li>The way back home</li> <li>Mog's Christmas Calamity</li> </ul> <p><b>Key Skills:</b> Sequence the story Speech bubbles Name writing, labelling using initial sounds, Story scribing. Sequence the story Names Labels. Captions Lists Diagrams Messages – Create a Message centre! Say a sentence – write some sounds in words Writing new sounds learned in phonics segment and spell cvc words in line with phonic knowledge</p>	<p><b>Texts as a Stimulus:</b></p> <ul style="list-style-type: none"> <li>Talents and Powers</li> <li>The Magic Paintbrush</li> <li>The Odd Egg</li> <li>Little red riding hood</li> <li>Super Milly</li> <li>The Ugly Duckling</li> <li>Aghh Spider!</li> <li>Tiger who came to tea</li> <li>Diary of a wombat</li> <li>Non fiction texts</li> <li>Pig in the Pond</li> <li>Non-Fiction animal books – (factual information)</li> </ul> <p><b>Key Skills:</b> Guided writing based around developing short sentences in a meaningful context. Labels and captions about animals Questions about animals Start using spaces between words Sequencing stories / starting story maps Writing new sounds learned in phonics Writing some of the tricky words such as I, me, my, like, to, the.</p>	<p><b>Texts as a Stimulus:</b></p> <ul style="list-style-type: none"> <li>The Tiny Seed</li> <li>The Extraordinary Gardener</li> <li>Oliver's Vegetables</li> <li>Jack and the Beanstalk</li> <li>One Plastic Bag</li> <li>Jasper's Beanstalk</li> <li>Tree, Seasons come and seasons go</li> <li>A stroll through the seasons</li> <li>Enormous turnip</li> <li>The Crunching Munching Caterpillar</li> </ul> <p><b>Key Skills:</b> Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions – life cycles Recount – A trip to the park descriptions. Write 2 sentences</p>	<p><b>Texts as a Stimulus:</b></p> <ul style="list-style-type: none"> <li>The Snail and the Whale</li> <li>Weirdo</li> <li>The night pirates</li> <li>The Way back Home</li> <li>Tiddler</li> <li>Oi! Get off my train!</li> <li>The jolly postman</li> <li>Maps and atlases</li> <li>Books about different countries</li> <li>We're going to find a monster</li> </ul> <p><b>Key Skills:</b> Retell the story in own words / reverse the journey Write new version Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Reading what they have read to check it.</p>	<p><b>Texts as a Stimulus:</b></p> <ul style="list-style-type: none"> <li>Under the Sea Non – Fiction</li> <li>P is for Passport</li> <li>So Much</li> <li>Izzy Gizmo</li> <li>The Journey</li> <li>World Atlases</li> <li>Tiddler</li> <li>Sharing a shell</li> <li>Commotion in the ocean</li> <li>Somebody's swallowed Stanley</li> </ul> <p><b>Key Skills:</b> 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. Reading what they have read and making changes</p>
<p>TEXTS MAY CHANGE TO REFLECT CHILDREN'S INTERESTS</p> <p>Appealing writing materials and opportunities will be ongoing in provis</p>						



ADVENT 1

ADVENT 2

LENT 1

LENT 2

PENTECOST 1

PENTECOST 2

GENERAL THEMES

ALL ABOUT ME

SUPERHEROES

ANIMALS

TERRIFIC TALES

TRANSPORT

SEASIDE

MATHS

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.

The 5 counting principles

The one principle  
This involves children assigning one number name to each object that is being counted. Ensure they count each object only once ensuring they have counted each object.  
The abstraction principle. This involves children understanding that anything can be counted including things that cannot be touched – sounds movements e.g. jumps.  
The cardinal principle: Children understand that the number name assigned to the final object in a group is the total number of objects in that group.  
The stable order principle: Children understand when counting, the numbers have to be said in a certain order.  
The order-irrelevance principle. This involves children understanding that the order we count a group of objects is irrelevant. There will still be the same number

White Rose topics:

Getting to know you

Just like me!  
Match and sort  
Compare amounts  
Compare size, mass and capacity  
Exploring patternsIts me 123!  
Representing 123  
Comparing 123  
Composition 123  
Circles and triangles  
Positional language  
Light and dark  
representing numbers to 5  
Shapes with 4 sides  
time

- Numbers to 5
- Sorting into groups
- Comparing quantities of identical objects
- Comparing quantities of non- identical objects
- One more/less
- My day – time

Sequencing events

White Rose topics:

Alive in 5

Introducing zero  
Comparing numbers to 5  
Composition of 4 &5  
Comparing mass  
Comparing capacity  
Growing 6,7,8  
Making pairs  
Combining 2 groups  
Length and height  
Time  
Building 9&10  
Comparing numbers to 10  
Bonds to 10  
3d shape  
pattern

Counting up to 10  
Comparing groups up to 10  
Combining two groups to find the whole  
Number bonds to 10 – ten frame  
Number bonds to 10 – part whole model  
Spatial awareness  
3d shapes  
2d shapes

To 20 and beyond

Building numbers beyond 10  
Counting patterns beyond 10  
Spatial reasoning  
Match, rotate, manipulate  
First Then Now  
Adding more  
Taking away  
Spatial reasoning  
Compose and decompose  
Find my pattern  
Doubling, sharing and grouping  
Even and odd  
Spatial reasoning visualise and build  
On the move  
Deepening understanding patterns and relationships  
Spatial reasoning/mapping

Making simple patterns  
Exploring complex patterns  
Adding more  
taking away  
Counting to 20  
Doubling  
Halving and sharing  
Odds and evens  
Length, height and distance, weight, capacity



GENERAL THEMES

ADVENT 1

WHO AM I?

ADVENT 2

LIGHT AND DARK

LENT 1

THE ANIMAL KINGDOM!

LENT 2

AMAZING NATURE!

PENTECOST 1

OUT AND ABOUT

PENTECOST 2

AT THE SEASIDE

UNDERSTANDING THE WORLD

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.

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.

- Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.
- Looking at baptism and birthdays. How they have changed since being a baby.
- 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.
- Introduce children to different occupations and how they help us.
- Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.
- Different roles in the community that help us
- Different jobs and aspirations
- Forest school

- Can talk about what they have done with their families during Christmas' in the past.
- Exploring Christmas traditions around the world
- Different beliefs and Celebrations – Diwali
- Share different cultures versions of famous fairy tales.
- To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.
- Explore different forces they can feel - paper planes and rockets, parachutes, balance bikes
- who have been to space and begin to understand that these events happened before they were born.
- Forest school

- Animals in different countries
- What can we do here to take care of animals in the local environment? Hedgehog house
- Different beliefs and Celebrations – Chinese new year
- Animal life cycles, animal babies
- Nocturnal Animals Making sense of different environments and habitats
- Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see
- Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.
- After close observation, draw pictures of the natural world, including animals and plants
- To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.
- Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil.

- Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there.
- Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us.
- Can children make comments on the weather, culture, clothing, housing.
- Change in living things – Changes in the leaves, weather, seasons,
- Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.
- Building a 'Bug Hotel'
- Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.
- Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.
- Look for children incorporating their understanding of the seasons and weather in their play.
- Growing plants and watching how they change
- Explore natural world around them

- Know where they live and key features of their environment
- What is special about Melton
- Know there are different countries in the world, talk about differences they have experienced or seen in photos.
- Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found.
- Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.
- Use bee-bots on simple maps. Encourage the children to use navigational language.
- Making and using simple maps
- Can children talk about their homes and what there is to do near their homes?
- Look out for children drawing/painting or constructing their homes.
- Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.
- Environments – Features of local environment Maps of local area Comparing places
- Introduce children to significant figures
- Can children differentiate between land and water.
- Take children to places of worship and places of local importance to the community.
- Explore natural world around them
- Using their senses to talk about their environment

- Materials: Floating / Sinking – boat building Metallic / non-metallic objects
- What can we do at the seaside?
- Materials: Floating / Sinking – boat building Metallic / non-metallic objects
- Seasides long ago
- Share non-fiction texts that offer an insight into contrasting environments.
- Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.
- How to look after our rivers and oceans
- Saving water. How people use Water around the world - CAFOD

TRIPS

Visit from firefighter/vet/nurse/plumber

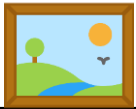
Visit to Leicester – Diwali celebrations Christmas trees


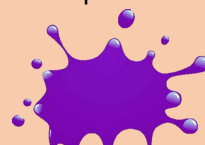
Farm visit

Trip to park

Walk around Melton

Rutland water










	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
GENERAL THEMES	WHO AM I?	LIGHT AND DARK	ANIMAL KINGDOM	AMAZING NATURE	OUT AND ABOUT	AT THE SEASIDE!
<p><b>EXPRESSIVE ARTS AND DESIGN</b></p> <p><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p> <p><i>Children to produce a piece of art work each half term to be displayed for 'Celebration wall' for school / parents to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i></p> 	<p>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.</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>Charanga unit : me</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>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p>	<p>Charanga unit :My stories</p> <p>Use different textures and materials to make rockets</p> <p>Different techniques to join materials</p> <p>Designing alien</p> <p>Listen to music and make their own dances in response.</p> <p>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets &amp; 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>Charanga unit :Everyone</p> <p>Rousseau's Tiger / animal prints / Designing homes for hibernating animals.</p> <p>Collage owls / symmetrical butterflies</p> <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</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>Charanga unit : Our world</p> <p>Make different textures; make patterns using different colours</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Making art from rubbish</p> <p>Mother's Day crafts Easter crafts Home Corner role play</p> <p>Making pictures with natural materials</p> <p>Provide a wide range of props for play which encourage imagination.</p>	<p>Charanga unit : Big Bear Funk</p> <p>Learn a traditional African song and dance and perform it / Encourage children to create their own music.</p> <p>Making maps - Junk modelling, houses, bridges boats and transport.</p> <p>Exploration of other countries – dressing up in different costumes.</p> <p>Retelling familiar stories</p> <p>Exploring songs and music from other countries</p> <p>Provide children with a range of materials for children to construct with.</p>	<p>Charanga unit : Reflect rewind and replay</p> <p>Lighthouse designs</p> <p>Paper plate jellyfish underwater scenes</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Salt dough fossils</p> <p>Shell pictures</p> <p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Colour mixing – underwater pictures.</p> 

	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
GENERAL THEMES	WHO AM I?	LIGHT AND DARK	ANIMAL KINGDOM	AMAZING NATURE	OUT AND ABOUT	AT THE SEASIDE!
RE CLASS LITURGY WHOLE SCHOOL LITURGY	Baseline Assessment Myself Welcome	Baptism Birthdays Hinduism	Celebrating Gathering Judaism	Growing Good news	Friends Our World	Our World Islam



# EARLY LEARNING GOALS – FOR THE END OF THE YEAR - HOLISTIC / BEST FIT JUDGEMENT!

 <b>COMMUNICATION AND LANGUAGE</b>	 <b>PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT</b>	 <b>PHYSICAL DEVELOPMENT</b>	 <b>LITERACY</b>	 <b>MATHS</b>	 <b>UNDERSTANDING THE WORLD</b>	 <b>EXPRESSIVE ARTS AND DESIGN</b>
<p><b>ELG: Listening, Attention and Understanding</b></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><b>ELG: Speaking</b></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><b>ELG: Self-Regulation</b></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><b>ELG: Managing Self</b></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><b>ELG: Building Relationships</b></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><b>ELG: Gross Motor Skills</b></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><b>ELG: Fine Motor Skills</b></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><b>ELG: Comprehension</b></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><b>ELG: Word Reading</b></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><b>ELG: Writing</b></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><b>ELG: Number</b></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><b>ELG: Numerical Patterns</b></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><b>ELG: Past and Present</b></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><b>ELG: People, Culture and Communities</b></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><b>ELG: The Natural World</b></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><b>ELG: Creating with Materials</b></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><b>ELG: Being Imaginative and Expressive</b></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>