

Leyland St James Primary School

Early Years Long Term Plan 2022-2023

Leyland St James Primary School

Our curriculum design ensures all of our children, regardless of need and background learn and develop well and are kept healthy and safe. We weave our whole school curriculum drivers throughout the delivery of the Early Years Curriculum. Health and well-being is run throughout our curriculum as well as keeping safe.

Diversity

Environment

Possibilities

Four overarching principles shape the practice in our early years settings.

Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.

Children learn to be strong and independent through **positive relationships**.

Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioner and parents/carers.

Importance of **learning and development**. Children develop and learn at different rates. The EYFS framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

Prime Areas			
Personal, Social and Emotional Development <ul style="list-style-type: none"> • Self Regulation • Managing Self • Building Relationships 		Communication and Language <ul style="list-style-type: none"> • Listening, Attention and Understanding • Speaking 	Physical Development <ul style="list-style-type: none"> • Gross Motor skills • Fine Motor skills
Specific Areas			
Literacy <ul style="list-style-type: none"> • Comprehension • Word Reading • Writing 	Mathematics <ul style="list-style-type: none"> • Number • Numerical Patterns 	Understanding the World <ul style="list-style-type: none"> • Past and Present • People, Culture and Communities • The Natural World 	Expressive arts and design <ul style="list-style-type: none"> • Being creative with materials • Being imaginative and expressive
Characteristics of Effective Learning			
Playing and Exploring Children investigate and experience things, they ‘have a go’	Active Learning Children concentrate and keep on trying if they have encountered difficulties. Enjoy achievements		Creating and Thinking Critically Children have and develop their own ideas, make links between ideas, develop strategies for doing things

SEVEN KEY FEATURES OF EFFECTIVE PRACTICE

<p>1. The best for every child</p> <ul style="list-style-type: none"> • All children deserve to have an equal chance of success. • High-quality early education is good for all children. It is especially important for children from disadvantaged backgrounds. • When they start school, children from disadvantaged backgrounds are, on average, 4 months behind their peers. We need to do more to narrow that gap. • Children who have lived through difficult experiences can begin to grow stronger when they experience high quality early education and care. • High-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning. 	<p>2. High-quality care</p> <ul style="list-style-type: none"> • The child's experience must always be central to the thinking of every practitioner. • Babies, toddlers and young children thrive when they are loved and well cared for. • High-quality care is consistent. Every practitioner needs to enjoy spending time with young children. • Effective practitioners are responsive to children and babies. They notice when a baby looks towards them and gurgles and respond with pleasure. • Practitioners understand that toddlers are learning to be independent, so they will sometimes get frustrated. • Practitioners know that starting school, and all the other transitions in the early years, are big steps for small children. 	<p>3. The curriculum: what we want children to learn</p> <ul style="list-style-type: none"> • The curriculum is a top-level plan of everything the early years setting wants the children to learn. • Planning to help every child to develop their language is vital. • The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time. • Young children's learning is often driven by their interests. Plans need to be flexible. • Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line. • Depth in early learning is much more important than covering lots of things in a superficial way. 	<p>4. Pedagogy: helping children to learn</p> <ul style="list-style-type: none"> • Children are powerful learners. Every child can make progress in their learning, with the right help. • Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching. • Practitioners carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. Sometimes, they join in to sensitively support and extend children's learning. • Children in the early years also learn through group work, when practitioners guide their learning. • Older children need more of this guided learning. • A well-planned learning environment, indoors and outside, is an important aspect of pedagogy. 	<p>5. Assessment: checking what children have learnt</p> <ul style="list-style-type: none"> • Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence. • Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do. • Accurate assessment can highlight whether a child has a special educational need and needs extra help. • Before assessing children, it's a good idea to think about whether the assessments will be useful. • Assessment should not take practitioners away from the children for long periods of time. 	<p>6. Self-regulation and executive function</p> <p>Executive function includes the child's ability to:</p> <ul style="list-style-type: none"> ○ hold information in mind ○ focus their attention ○ regulate their behaviour ○ plan what to do next. <p>These abilities contribute to the child's growing ability to self-regulate:</p> <ul style="list-style-type: none"> ○ focus their thinking ○ monitor what they are doing and adapt ○ regulate strong feelings ○ be patient for what they want ○ bounce back when things get difficult. <ul style="list-style-type: none"> • Language development is central to self-regulation: children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead. 	<p>7. Partnership with parents</p> <ul style="list-style-type: none"> • It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years. • This includes listening regularly to parents and giving parents clear information about their children's progress. • The help that parents give their children at home has a very significant impact on their learning. • Some children get much less support for their learning at home than others. By knowing and understanding all the children and their families, settings can offer extra help to those who need it most. • It is important to encourage all parents to chat, play and read with their children.
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	Autumn Term		Spring Term		Summer Term	
General Theme	All about me	Festivals and celebrations	We could be Heroes	Amazing World	Journey	
Enhancements	Myself Families Emotions School life Fantastic friends Houses & Homes	Seasons Bonfire night Diwali Remembrance Day Christmas	People who help us, Superheroes Chinese New Year Strove Tuesday St Patrick's day Mothering Sunday	Habitats, Zoo animals, Farm animals Climates/hibernation, Weather/ seasons, life-cycles. Plants seeds, Planting seeds, Minibeasts St Georges day		
Event	Harvest	Christmas Play	Coffee morning	World Book Day Forest school	Pirate Visit	Where in the world shall we go? Where do we live Compare: now and then -Transport Healthy eating week Fathers day Stay and play - Author visit (the queens hat)
Visits	Dental Visit	Indian dance workshop	Emergency vehicle visit	Trip to the farm		
Texts for Literacy	Marvellous me Who's in my family? Funny bones Super Duper you Paper dolls Rainbow Fish Two homes Handful of buttons Pink is for boys	Pumpkin soup The jolly postman Christmas Story Rama and Sita: Diwali story Stick man	Ten little superheroes Supertato Superworm Superhero like you I'm Afraid Your Teddy is in Trouble Today Molly by Golly Fire fighter Mary My Daddy is a nurser	Owl Babies Peace at Last Dear Zoo Oliver's vegetables Jasper's Beanstalk The Very Hungry Caterpillar We're going on an egg hunt	The Tiger who came to tea Katie in London The journey home from Grampas The pirates next door The man who's mother was a pirate A new home for a pirate Pick a story: A pirate, alien and jungle adventure. My Mummy is an engineer. Look up	Whatever Next! Aliens Love Underpants What the Ladybird Heard We're Going on a Bear Hunt The queens Hat Handa's hen
Non-Fiction	All kinds of people You choose Human body Odyssey Look Out! We use our five sense. All about families Welcome to our world The great big book of feelings	Hello world Lets celebrate Celebrations around the world Bonfire night Diwali The big book of festivals	People who help us Busy people: Doctor Busy people: Nurse Busy people: Vet Life savers	My very first our world book Let's go for a walk The big book of blooms	Planet earth Things that go Stargazing Frontiers of space	A trip to the future Me on the map World of food Amazing Africa This is how we do it.
Traditional tales	Little Ren Hen	The Gingerbread man	Goldilocks	The ugly duckling The enormous turnip Jack and the Beanstalk	The three little Pigs	Little Red Riding Hood

Nursery Rhymes, songs and poems	Teddy Bear, Teddy Bear touch the ground Wind the Bobbin Up Head, shoulders, knees and toes What makes me ‘me?’	Twinkle Twinkle little star Little Diya lamp rhyme Little glow Poems about festivals	Pat a cake, pata cake Ten fat sausages Dragon kites and dragonflies (Chinese new year)	1,2,3,4,5 once I caught a fish alive 5 Little Ducks Twinkle Twinkle Two Little Dickie Birds Tiny Caterpillar on a Leaf Farm yard hullabloo	A Sailor went to Sea I had a little turtle Wheels on the bus 5 little men in a flying saucer Old MacDonald had a farm
Text for Maths	Spot can count One, two, three, oops!! Kippers Birthday	How many seeds in a pumpkin	10 friendly fish	Centipede’s 100 shoes How much does a ladybird weigh Jim and the beanstalk	10 little pirates Wibbly pig has 10 balloons When Granny went to market
Songs for maths	1,2,3,4,5 once I caught a fish alive 5 cheeky monkeys	5 pretty fireworks zooming way up high	5 current buns.	5 little speckled frogs	Hickory, dickory dock What time is it Mr Wolf
Keeping safe These are planned and linked with our topics but are adaptive and dynamic regarding safeguarding	Safety in the home Online safety	Bonfire night Online safety	Safe adults Bike safety Online safety	Safe animals Online safety	Road safety Safety at the beach Online safety

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me!	Festivals and Celebrations	We could be heroes	Amazing world	Journeys	
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, circle time, PSHE, stories, singing, speech and language interventions, EYFS productions, NELI interventions & Keys to Communication Daily story time using high quality texts	Welcome to EYFS Settling in activities. Making friends. Children talking about experiences that are familiar to them. Children discussing likes and dislikes. Show an interest in the lives of other people and their family. Follow instructions (settling in, putting my things away) Develop vocabulary: Model talk routines through the day, speaking in full sentences. For example, arriving in school: “Good morning, how are you?” Learn rhymes, poems and songs. To become familiar with repetition pattern stories	Develop vocabulary Tell me a story - retelling stories: talk for writing Story language Listening and responding to stories: Helicopter Stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary, Develop and use vocabulary linked with the class story of the week. Use key vocabulary within the continuous provision areas. Learn rhymes, poems and songs. To become familiar with repetition pattern stories	Develop vocabulary Using language well by asking how and why questions... Retell a story using key vocabulary and story language Remember key events of a story. To sequence a story using props. Story invention – Helicopter Stories Ask questions to find out more and to check they understand what has been said to them. Listen to and talk about stories to build familiarity and understanding and allow children to ask questions and I can describe events (Chinese New Year, strove Tuesday etc) Learn rhymes, poems and songs. To join in with familiar repetition pattern stories	Develop vocabulary Reciting poems and songs I can learn and recite, poems and songs: Rhyme of the week Tell me a story - retelling stories: talk for writing I can listen to and engage in and talk about selected non-fiction I can articulate my ideas and thoughts into well-formed sentences To describe events that are familiar to them – trip to the farm, life cycles etc. To join in with familiar repetition pattern stories	Develop vocabulary To listen to, engage in and talk about non-fiction stories. To describe events in detail – who has been to space? How we travelled to a different country. To recite, poems and songs To recite stories with repetition and pattern stories	Develop vocabulary Discuss similarities and differences of different ways we can travel. To talk about similarities and differences between things in the past and now (transport?) To talk about the experiences I have had at different points in the school year (end of year video) To recite, poems and songs To recite stories with repetition and pattern stories

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me	Festivals and Celebrations	We could be heroes	Our Amazing world	Journeys	
Personal, Social and Emotional Development	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
Managing Self Self regulation Making relationships	<u>SCARF: Me and My Relationships</u> All about me What makes me special Me and my special people Who can help me? (self-regulation) Me and my feelings 1 & 2 (naming different feelings, thinking about how to feel with ‘not so good feelings’, know some self-care techniques) Know that some actions and words can hurt others feelings. Oral hygiene: teeth cleaning linked to the dental nurse Handwashing Class rules: Behavioural expectations in the class/boundaries set Class rules	<u>SCARF: Valuing Difference</u> I’m special you’re special Same and different Same and different families Same and different homes I am caring Kind and caring I know what it means to be respectful and to be treated with respect Independence: putting own socks and shoes on	<u>SCARF: Keeping myself safe</u> What’s safe to go in my body? Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe SMART rules	<u>SCARF: Rights and responsibilities</u> Looking after my special people: I know that caring relationships are at the heart of happy families Looking after my friends: I know what makes a good friend Being helpful at home and caring for our classroom Caring for our world Looking after money Looking after money (2) Healthy eating: Fruit kebabs/making a fruit smoothie	<u>SCARF: Being my best</u> Bouncing back when things go wring: resilience Yes I can: confidence and resilience Healthy eating (2 weeks) Move your body A good nights sleep Importance of exercise Being kind to living creatures Taking care of animals (frogs/butterflies)	<u>SCARF: Growing and changing</u> Seasons Life stages, plants, animals, humans Life stages, human life stage, who will I be? Where do babies come from? Getting bigger Me and my body, girls and boys Transition into Year 1 Year 1 readiness
	Early learning Goals: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. * Controlling own feelings and behaviours *Applying personalised strategies to return to a state of calm *Being able to curb impulsive behaviours *Being able to concentrate on a task *Being able to ignore distractions *Behaving in ways that are pro-social *Planning *Thinking before acting *Delaying gratification * Persisting in the face of difficulty.					

PSED	Me	My Relationships	Valuing Difference	Keeping my self safe: Online Relationships
Vocabulary in Reception	Body Head Shoulders Knees Toes Legs Arms Elbows Knuckles Wrists Ankles Eyebrows Eyelashes Features	Parents/ Adults Cousins Family Keep Us Safe/ Protect Beliefs Trust Help Teamwork	Respect Manners What Makes Me, Me Similar Differences Truth Rules Choice/ Choices Honesty Cooperation/ Teamwork	Permission Respect Honesty Cooperation Rules Secret Feeling Confident Dangerous/ Risk Safe adults Safe animals Stangers Safety

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me	Festivals and Celebrations	We could be heroes	Our Amazing world	Journeys	
Physical development Fine motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Daily fine motor activities	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 .					
	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Taking shoes off and putting them on Getting dressed and undressed. Holding Small Items / Button Clothing / zips	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Draw pictures that are recognisable Build things with smaller linking blocks, such as moblio or Lego
Gross motor PE lessons Gross motor outdoor activities.	Fundamental Movement Skills Jumping Hopping Underarm & Overarm throw catching Rosie's Walk Different ways of travel Jumping and landing Climbing under and over equipment	Fundamental Movement Skills How to catch a star Balancing on small and large body parts. Jumping and Landing Throwing with accuracy Overarm throwing Elmer Making a range of shapes Throw for distance Gymnastic rolls & jumps Climb with confidence.	Fundamental Movement Skills Space Travel in a variety of ways. Adjust speed and direction Increasing control over an object Gymnastic roll Overarm throw Castles Underarm throw Roll a ball Jumping and landing Perform gymnastic rolls Climb using alternate feet	Fundamental Movement Skills Transport Adjust speed and direction to avoid obstacles Travel in a variety of ways Perform a variety of gymnastic rolls. Overarm throw for distance Jack and the Beanstalk Experiment with different ways of moving. Increasing control over an object by touching, pushing, patting, throwing, or catching. Move with control and co-ordination To use a range of small and large equipment	Fundamental Movement Skills Mini Beats Basic skill of jumping Travel over, under and threw climbing equipment Balancing Catching a large ball with increasing accuracy Roll in a variety of ways Seaside Balance on small body parts Travel on hands and feet Control over an object pushing and patting it. Underarm throw with accuracy	Fundamental Movement Skills Superworm Perform the basic skill of jumping Travel in a variety of ways low to the ground. Travel around the space hopping and skipping Catch a large ball Travel under, over and through climbing equipment. Pull themselves up on climbing equipment Hungry Caterpillar Perform the basic skill of jumping Travel in a variety of ways low to the ground. Travel over, under and through balancing and climbing equipment. Balance on a range of body parts. Under arm throw Roll in a variety of ways.
	CONTINUOUS PROVISION; Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play- climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good options From Development Matters 2021':					

Vocabulary for PE		Physical health and Mental Well Being		
space looking up stretch muscle partner pairs run walk jump hop bounce push pull roll balance throw catch Shape Position	hit ball cone net bean bag carry follow lead copy sports games rules equipment speed direction move forwards backwards Side step Gallop	Mental Wellbeing	Happy Sad Worried	Relax Lonely Exercise Worry excited
		Internet safety and harms	Computer Ipad Camera	Permission
		Physical health and fitness	Running Jumping Skipping	Exercise Keeping fit
		Healthy eating	Fruit Vegetables Snack Milk Water	Healthy Living
		Health and Prevention	Germ Teeth brushing Washing Healthy Bath time Sleep	Germ Tooth decay Healthy Sleep routine
		Basic First Aid	Hurt	Emergency paramedic Accident

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me	Festivals and Celebrations	We could be heroes	Our Amazing world	Journeys	
Literacy	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
Comprehension - Developing a passion for reading developing fluency and prosody skills.	Show a preference for a book, song or rhyme.	Talk about events and characters in a story read to me. Join in with rhymes and stories. Fill in missing words from well-known rhymes	Show interest and answer simple questions about the text Use words that I know to check my reading makes sense	Demonstrate understanding when talking about what I have read Repeat words or phrases to check my reading	Beginning to notice if my reading makes sense and looks right Think about what I already know to help me with my reading Say rhymes by heart Sometimes notice errors Know that illustrations can help me make sense of my reading	Demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG) Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)
Word Reading Children will be completing the Little Wandle phonic scheme. Focus on fluency and prosody using the Big Cat reading books.	Phonics: Little Wandle Whole class & keep up sessions S a t p l n m d g o c k c k e u r h b f l Tricky words: is, I, the	Phonics: Little Wandle Whole class & keep up sessions ff, ll, ss, j, v, w, x, y, , zz, qu, sh, th, ng, nk Tricky words: and, has, his, her, go, no, to, into, she, he, of, we, me, be	Phonics: Little Wandle Whole class & keep up sessions ai, ee, igh, oa, oo, oo , ar, or, ur, ow, oi, ear, air, er Tricky words: was, you, they, my, by, all, are, sure, pure.	Phonics: Little Wandle Whole class & keep up sessions Words with double letters, 2 or more digraphs, longer words, words ending – ing, s, es, compound words.	Phonics: Little Wandle Whole class & keep up sessions CVCC, CVCC, CCVC, CCVCC, CCCVC, CCCVCC, longer words, compound words, root words ending – ing – ed(t) –ed(id) –est Tricky words: said, so, have, like, some, come, love, do, little, were, here, says, there, when, what, one, out, today.	Phonics: Little Wandle Whole class & keep up sessions CVCC, CVCC, CCVC, CCVCC, CCCVC, CCCVCC, phase 4 word ending s(s) –s(z) –es root words ending – ing –ed(t) –ed(id) –est, er
	Reading practice: Handle books correctly and follow print left to right, top to bottom I can locate the title. I can segment and blend words orally	Reading practice: Link most sounds to letters beginning to blend and segment in order to read vc and cvc words Beginning to match spoken word to written word. Read some Phase 2 words including some tricky	Reading practice: Locate and recall the title Read with 1-1 correspondence Link all sounds to letters (Phase 2) Solve simple words by blending sounds and I check what I read makes sense and sounds right	Reading practice: Read and understand simple sentences. Use phonic knowledge to read and decode regular words Read all Phase 2 words Read some of Phase 3 words	Reading practice: Read phase 3 words (decodable and tricky) Say a sound for each letter in the alphabet and at least 10 digraphs (ELG) Read words consistent with my phonic knowledge by sound blending (ELG)	Reading practice: I can read phase 3 words (decodable and tricky) I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG) I can read words consistent with my phonic knowledge with fluency and accuracy(ELG)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me	Festivals and Celebrations	We could be heroes	Our Amazing world	Journeys	
Key texts	Texts as a Stimulus: Marvellous me Funny bones	Texts as a Stimulus: Diwali The Nativity Story Stick Man	Texts as a Stimulus: Supertato Superworm I'm Afraid Your Teddy is in Trouble Today	Texts as a Stimulus: Owl Babies The Very Hungry Caterpillar Easter Story	Texts as a Stimulus: The Tiger who came to tea Katie in London The journey home from Grampas The pirates next door	Texts as a Stimulus: Whatever Next! What the Ladybird Heard We're Going on a Bear Hunt The queens Hat
Traditional Tales	The Little Red Hen	The Gingerbread Man	Goldilocks	Jack and the Beanstalk	The three little Pigs	Little Red Riding Hood
Writing	Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Name writing Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Names Labels. Writing for a purpose in role play	Name writing, labelling, Writing CVC words Helicopter story scribing. Retelling stories, Writing shopping lists. Sequencing and labelling pictures instructions (gingerbread) letter writing (Stick Man, to Santa) Writing tricky words such as and, has, his, her, go, no, to, into, she, he, of, we, me, be	Captions Rhyming words/sentences Instructions Writing simple sentences for instructions and recipes (Porridge)	Order the Easter story Labels and captions – life cycles Writing simple sentences. Create own story maps, writing captions and labels, Writing short sentences to accompany story maps.	Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. - Character descriptions -Recounts Form lower-case and capital letters correctly. Rhyming words.	Writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Character description – Setting descriptions

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Marvellous me Special, caring, similarities, differences, marvellous, me, imagination, favourite, bored, mad, sad, confused, brother, twin.</p>	<p>Rama and Sita Diwali, Festival of Lights, Hindus, Mehndi, Rangoli pattern, Lantern Festival, Light/ dark, Goddess Evil, Oil lamp/ candle/ diva lamp</p>	<p>Ten little superheroes Ten,, nine, eight, seven, six, five, four, three, two, one, superheroes, victory, sticky, tricks, tentacles, villains,</p>	<p>Owl Babies Baby owls, owl mother, mice, Sarah, Percy, fox, ivy, feathers, branch, Bill, night time, tree, leaves</p>	<p>The Tiger who came to tea Tiger, picnic, tea, dad, Sophie, mother, house, kitchen, fridge, door, table, café, stripes</p>	<p>Whatever Next! Moon, Rocket Space helmet Draining board Pair, Journey Chimney Aeroplane roared Whoosh millions passengers boring picnic dripped bump ‘Look at the state of you’ Whatever next?</p>
<p>Who’s in my family? Funny bones Skeleton, bones, family, mum, dad, dog</p>	<p>A day to remember Poppies, soldiers, Flanders field, war, army, fighting, love, remember</p>	<p>Supertato Vegetables, supermarket, carrot, broccoli, cucumber, distress, rescue, strength, pea, freezer, crime, vanished, saved the day</p>	<p>The Very Hungry Caterpillar Egg, leaf, sun, apple, orange, plum, strawberries, pears, sausage, cakes, lollipop, pickle, cheese, salami, pie, melon, cocoon, butterfly</p>	<p>Katie in London Katie, Jack, Grandma, London, Trafalgar square, lions, Buckingham palace, tower of London, adventure, landmarks</p>	<p>Aliens Love Underpants Aliens, Underpants Space, Earth, Radar Bleeps, Blinks Breeze, Invited Chant, colour words: red, green, orange, pink Satsumas, bloomers, frilly knickers, woolly, long johns, zinging, pingy pants elastic lurks</p>
<p>Super Duper you Grow,, bold, brave, super, smiles, love, hugs, quiet, silly, loud, different, proud, brilliant.</p>	<p>Wide awake hedgehog Autumn, hedgehog, leaves, hibernate, spikey,</p>	<p>Superworm Fats, strong, wiggle, smooth, slimy, bendy, squishy, wet, long, pink, thin. Rough, short, little,</p>	<p>Oliver’s vegetables Oliver, mum, grandpa, Gran, peas, beetroot, rhubarb, cabbage, carrot, potatoes, chips, onion, spinach</p>	<p>The journey home from Grandpas Grandpa, drives, bouncy, bumpy, journey, helicopter, up, down, round, train, speed, railway track, tractor, muddy, fields, digger, scoops, crane, lifts, heavy, canal, town, rushes,</p>	<p>What the Ladybird Heard Hog, Handsome Dainty, Fine prize cow: rosette Cunning plan Steal, Hefty Lanky Crept Panda car</p>

Autumn 1 cont	Autumn 2 cont	Spring 1 cont	Spring 2 cont	Summer 1 cont	Summer 2 cont
Paper dolls Girl, mother, slippers, hair slide, goldfish, noses, bow,	The Gingerbread man Run, bake, little old lady, little old man, horse, cow, fox, buttons, river, eat	Fireman Small Fireman, rescue, fighting, fire station, bell, rings	The ugly duckling Bullying, different, siblings, similarities, differences, flying, swans, beautiful, grey, white, swim, sky.	The pirates next door Seaside, gloomy, family, wooden legged dog, pirate ship, treasure, captain, crew, nugget, rascal, cannon, boring, Jim lad, cool, Jolley-Rogers, land, sea, pirate,	We’re Going on a Bear Hunt Hunt/ adventure/ journey Beautiful day... Swishy swashy Oozy Squelch squerch Stumble Swirling whirling Hooooo woooo Narrow Gloomy Goggly
Rainbow Fish Sea, fish, scales, sparkling, different, friends, lonely	Stickman Tree, stick, snow, Christmas, family,	Superhero like you Real people, superheroes, doctors, teachers paramedics, care, love, superpowers, kindness	The enormous turnip Turnip, pulled, big, enormous, heave, man, old lady, children, dog, cat, mouse, bump , turnip soup	The man who’s mother was a pirate Sam, mother, office, pirate, sea, boat, ship, drift, dream, weave, wave, fume	The queens Hat Queen, had, blew, London eye, tower bridge, balloon, swish, strong, swept, wind, Trafalgar square, London Zoo, underground, Big Ben, sailed, queens men, floated.
Little Red Hen Hen, grain, wheat, harvest, windmill, kneaded, dough, farm.	The jolly postman Jolly postman, delivering, Baby bear, red riding hood, humpty dumpty, bicycle, hill, presents, Christmas	I’m Afraid Your Teddy is in Trouble Today Mischievous, teddy bear, party, police	Dear Zoo Elephant, lion, giraffe, dog, snake, monkey, frog, big, small, tall, heavy, fierce, grumpy, scary, naught, jumpy, perfect	A new home for a pirate Ship, sea, land, still, house, rope, hat, underpants, wooden leg, handkerchief, squawk, hat, nest, new home, shiver me timbers.	Little Red Riding Hood Cottage, hood, axe, apples, granny, big ears, sharp teeth, basket, cloak
	Christmas Story Christmas, Bethlehem, King Carpenter, Inn/ Innkeeper, ise Men Shepherds, Manger Gifts: Gold, frankincense, myrrh, Travel	Goldilocks Bears, chairs, spoons, bowls, porridge, goldilocks, hot, cottage	Jack and the Beanstalk Poor Market Wrinkly Magic Plant Beanstalk Gloomier Gloomy Giant Scrambled Giantess Whisked Enormous Stomp, Strode FEE, FI, FO FUM Grind Furious Shrieked axe	The three little Pigs Mummy pig, sticks, straw, bricks, building, man, wolf, water, chimney., huff, puff, blow	

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me	Festivals and Celebrations	We could be heroes	Our Amazing world	Journeys	
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.					
NCETM maths hub Maths mastery	Number <ul style="list-style-type: none">Identify when a set can be subitised and when counting is neededSubitise different arrangements, both unstructured and structured, including using the Hungarian number frame. Numerical Pattern <ul style="list-style-type: none">Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skillsSpot smaller numbers ‘hiding’ inside larger numbers	Number <ul style="list-style-type: none">Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingersHear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous numberDevelop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality);To be accurate in counting using a 1:1 correspondenceunderstanding that anything can be counted, including actions and sounds Numerical Pattern <ul style="list-style-type: none">Compare sets of objects by matching	Number <ul style="list-style-type: none">Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals Numerical Pattern <ul style="list-style-type: none">Begin to identify missing parts for numbers within 5Explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frameFocus on equal and unequal groups when comparing numbers	Number <ul style="list-style-type: none">Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ patternJoin in with verbal counts beyond 20, hearing the repeated pattern within the counting numbersunderstand that two equal groups can be called a ‘double’ and connect this to finger patternsOrder numbers and play track games Numerical Patterns <ul style="list-style-type: none">Sort odd and even numbers according to their ‘shape’	Number <ul style="list-style-type: none">Continue to develop their counting skills, counting larger sets as well as counting actions and soundsContinue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 Numerical Patterns <ul style="list-style-type: none">Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frameCompare quantities and numbers, including sets of objects which have different attributes	Number <ul style="list-style-type: none">Continue to identify when sets can be subitised and when counting is necessaryDevelop conceptual subitising skills including when using a rekenrek. Numerical Patterns <ul style="list-style-type: none">Begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10

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	Shape, Space and Measure There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure	Spatial Awareness <ul style="list-style-type: none">To move themselves and objects around – to see things from different perspectives.<ul style="list-style-type: none">jigsaws Spatial Vocabulary/Representing spatial relationships <ul style="list-style-type: none">To use vocabulary for Position: in, on, under Direction: up, down, across.To move around the classroom and find different areas using positional language and vocabulary. Shape awareness <ul style="list-style-type: none">Children are to explore different shapes and their features.	Spatial Awareness <ul style="list-style-type: none">Visualising how things will appear when turned around and imagining how things might fit together.<ul style="list-style-type: none">construction activitiesprinting and making patterns with shapes Spatial Vocabulary/Representing spatial relationships <ul style="list-style-type: none">Develop vocab from Autumn 1 using small world scenarios e.g. dolls house.To describe the position of the gingerbread people in the house – using the key vocabulary. Shape awareness <ul style="list-style-type: none">To discuss items built in the construction area:<ul style="list-style-type: none">why they chose the blocks?why they built a bridge for the gingerbread man.	Spatial Awareness <ul style="list-style-type: none">To move themselves and objects around – to see things from different perspectives.<ul style="list-style-type: none">directing a simple robot Spatial Vocabulary/Representing spatial relationships <ul style="list-style-type: none">To use vocabulary which are relative to the viewpoint: in front, behind, forwards, backwardsDirect each other as superheroes. Shape awareness <ul style="list-style-type: none">To discuss what has been built and the space that has been created within an enclosure.<ul style="list-style-type: none">den building	Spatial Awareness <ul style="list-style-type: none">Visualising how things will appear when turned around and imagining how things might fit together.<ul style="list-style-type: none">tangrams – making people, animals etc out of shapes. Spatial Vocabulary/Representing spatial relationships <ul style="list-style-type: none">develop vocab from Spring 1: Acting out own versions of well-known stories where characters negotiates routes and obstacles.	Spatial Awareness <ul style="list-style-type: none">To move themselves and objects around – to see things from different perspectives.<ul style="list-style-type: none">Making routesdirecting a simple robot Spatial Vocabulary/Representing spatial relationships <ul style="list-style-type: none">To use vocabulary which are relative to the viewpoint: left, right.Create a simple map of a route with landmarks.

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Shape, Space and Measure cont	Showing awareness of properties of shape <ul style="list-style-type: none">To use specific properties by using specific language<ul style="list-style-type: none">- curve, straight, flat, round sides etc- make arrangements with a selection of different shapes.Talk about patterns around then. Measure <ul style="list-style-type: none">- Use of calendar and time Days of the week, seasons- Explore different objects relating to capacity.	Showing awareness of properties of shape <ul style="list-style-type: none">To use specific properties by using specific language<ul style="list-style-type: none">- number of sides and corners (2D)- To name 2D shapes shapesUse language – pointy, spotty etc to create ABA patterns. Measure <ul style="list-style-type: none">- Calendar and time Days of the week, seasons- Make comparisons between different objects relating to capacity.	Showing awareness of properties of shape <ul style="list-style-type: none">To show intentionality in their selection of shapes<ul style="list-style-type: none">- using cylinders as wheels as they role, triangular prism for a roof etcTo use specific properties by using specific language<ul style="list-style-type: none">- number of edges, faces and vertices (3D)- use 2D shapes to construct a 3D model.Use 2D and 3D shapes to create ABAB patterns Measure <ul style="list-style-type: none">- Calendar and time Days of the week, seasons- Explore different objects relating to size and length	Showing awareness of properties of shape <ul style="list-style-type: none">To use specific properties by using specific language<ul style="list-style-type: none">- equal sides and parallel sides- make arrangements by cutting and folding.Notice and correct error in repeating patterns. Measure <ul style="list-style-type: none">- Calendar and time Days of the week, seasons-Make comparisons between different objects relating to size and length	Showing awareness of properties of shape <ul style="list-style-type: none">To use specific properties by using specific language<ul style="list-style-type: none">- angle size, including right angles.- make 3D shapes using interlocking shapesDescribe a sequence of events, real or fiction using words first then etc Measure <ul style="list-style-type: none">- Calendar and time Days of the week, seasons- Explore different objects relating to weight.	Showing awareness of properties of shape <ul style="list-style-type: none">- To utilise knowledge by gathering specific items that are needed for their construction, e.g. making a bed for a teddy and gathering blocks of equal length to make the rectangle; taking time with constructing corners so the shapes fit together to make a right angleDescribe a sequence of events, real or fiction using words first then etc Measure <ul style="list-style-type: none">- Calendar and time Days of the week, seasons- Make comparisons between different objects relating to weight

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me	Festivals and Celebrations	We could be heroes	Our Amazing world	Journeys	
Vocabulary Number	Subitise Subitising Finding numbers One Two Three Four Five Numbers Counters Arrangement Counting Hiding Another one	Patterns Quantities Number arrangements More than How many altogether Compare Actions Whole number Part Add Equals All together	Six Seven Eight Nine Ten Missing Parts Equal groups Compare Patterns	Double Odd Even Patterns Shapes Sequence Order Counting Repeated patterns	bigger numbers Larger Explore Representations 10 frames Quantities A lot more A little bit more	More than Less than Identify Rekenrek Counting
Vocabulary Shape, space and Measure	Join days In Monday Out Tuesday Under Wednesday Across Thursday Down Friday Move Saturday Around Sunday Shape Weekend Side Full Corners Empty	Join days In Monday Out Tuesday Under Wednesday Across Thursday Down Friday Move Saturday Around Sunday Shape Weekend Side Full Corners Empty Patterns half full Half empty nearly full Nearly empty missing Square triangle Circle rectangle Hexagon	Front behind Forwards backwards 3D shapes cylinders Cube cuboid Prism sphere Patterns yesterday Today tomorrow Big bigger Small smaller Tall taller Long longer Short shorter Medium large Larger	Front behind Forwards backwards 3D shapes cylinders Cube cuboid Prism sphere Patterns yesterday Today tomorrow Big bigger Small smaller Tall taller Long longer Short shorter Medium large Larger equal Parallel same Different size	Angles right angle Directions left Right forwards Backwards route Landmark maps	Turn move First then Next sequence Equal
	Previous mathematic vocab will be revisited and built upon throughout the year.					

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me	Festivals and Celebrations	We could be heroes	Our Amazing world	Journeys	
Understanding the world / Festivals	Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.					
	<p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p> <ul style="list-style-type: none">Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.Name and describe people who are familiar to meTo recognise similarities and difference within their own likes and dislikes.Show interest in the lives of other people who are familiar to meTalk about what they do with their family and places they have been with their family.Draw similarities and make comparisons between other families. <p>History</p> <ul style="list-style-type: none">To look at pictures of when we were younger. How old was I? Was I at nursery? How have I changed?ScienceDiscuss transition from summer into autumnITalk about why things happen: harvest, making bread <p>Computing</p> <ul style="list-style-type: none">Computing systems – Children are aware of the technology in the world around them.	<p>History</p> <ul style="list-style-type: none">Recognise and describe special times or events for family or friends (Christmas, Bonfire night, Diwali, Remembrance Day , ChristmasRecognise that people have different beliefs and celebrate special times in different ways (birthday wall)Diwali: compare and contrast character from stories, including figures from the past: looking at clothes.Talk about significant events in my own experience (birthdays and celebrations) <p>Science/Geography</p> <ul style="list-style-type: none">Talk about aspects of my familiar world such as the place where I live or the natural worldExplore a range of materials, including materials.Observe, measure and record how materials change when heated and cooled – chocolate sparkler biscuitsUpdate seasons display: discuss transition from autumn to winter <p>Computing</p> <ul style="list-style-type: none">Creating media – Mini mash – Painting using different technology (lpads/laptops)	<ul style="list-style-type: none">Show an interest in different occupations and ways of lifeTalk about lives of people around usCelebrate Chinese New yearRespecting differencesDescribe special events (Easter <p>Science</p> <ul style="list-style-type: none">Compare how materials change over time and in different conditions Ice experiments – how can we Understand the effects of changing seasons on the world around meIce experiment- free the superheroes. <p>History</p> <p>Talk about experiences at different points in the year (class calendar for each month)</p> <p>Geography/Computing</p> <ul style="list-style-type: none">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.Programming A – Bee bots – exploring moving toys.	<p>Science</p> <ul style="list-style-type: none">Describing and commenting on things they have seen/observed whilst outside, including plants, animals, natural and found objects.Environment: showing care and concern for living things (insects, animals and plants.Understand what a plant needs to grow (growing the beanstalk)Growth & Change: plants, animals.Understand the key features of the life cycle of a plant and animalDevelop an understanding of growth, decay and changes over time <p>Computing</p> <ul style="list-style-type: none">Data and information – Purple mash – introduction to pictogram.	<ul style="list-style-type: none">Explore google earthDiscuss 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.I can draw information from a simple map (Pirates)Encourage the children to use navigational language.Look at the difference between transport on earth and in space. Encourage the children to make simple comparisons. <p>History</p> <ul style="list-style-type: none">Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. (Maggie Smith – space scientist) <p>Geography</p> <ul style="list-style-type: none">Can children differentiate between land and water.Maps of our journey to school/looking on Google Earth: features of local environment, maps of local area comparing places on Google Earth: how are they similar/different?Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?Can children talk about their homes and what there is to do near their homes? <p>Science</p> <ul style="list-style-type: none">Introduce earth, moon, stars and planets.Introduce what the world looks like from space. (NASA)Forces – pushes and pulls - magnets	<ul style="list-style-type: none">Encourage them to comment on what their home is like. Show photos of the children’s homes and encourage them to draw comparisons in Uganda <p>History</p> <ul style="list-style-type: none">Transport long ago – compare and contrast past and present <p>Geography</p> <ul style="list-style-type: none">Knowing there are different countries in the world (China (revisit learning from Spring1) Uganda (Edu Kids)Similarities and differences between countries/environments Uganda <p>Computing</p> <ul style="list-style-type: none">Creating media – Purple mash – 2 create a story.

History Vocabulary		Scientific Vocabulary		Geography Vocabulary		RE Vocabulary	
Before	Timeline	Find	Discover	Leyland St James School	Journey, travel	Love	Bible
After	Oldest	Look	Investigate	School	Summer	Reflection Area	Creator
Born	New	Senses: Touch, feel, see,	Fruit	Leyland	Autumn	Worship	Parables
Birthday	Age	hear, taste	Vegetables	Street	Winter	Rules	Miracle
Month	Today	Grow	Heavy	Road	Spring	Belonging	Testaments
Ago	Tomorrow	Plant/ flower/ tree	Light	Traffic lights	Weather: wind,	Celebration	Disciples
Now	Yesterday	Seed	Shiny	Zebra crossing	snow, rain,	Prayer	Harvest
Future	History	Animals: zoo, farm, pets,	Smooth	House	fog, wet, dry,	Harvest Festival	Nativity story
Then	Month	minibeasts, fish, birds	Rough	Bungalow	Hot, cold	Christmas	Mary
Grown-up	Remember	Home	Decay	Church	maps,	Easter	Jesus
Toddler	Order	Life cycle	Compare	Police Officer	Land	Jesus	Joseph
Older	Then	Human	Nocturnal	Police Station	Water	God	Awe
Younger	Now	Body parts: head, eyes, hair,	Freeze/ melt	Fire Station	Planets	Church	Friendship
Adult	Change	body, hands, arms, legs,	Float/ sink	Doctor	Earth	Christian	Peace
baby	Past	feet, brain, heart, blood	Material names: glass, brick,	Dentist	Moon	Chaplain	Trust
Long ago	Present	Same/ different	plastic, wood, metal, fabric,	Hospital	Space	New life	Hope
Past	Future	Materials: soft, bendy, hard	paper	Teacher	Maggie Smith		Endurance
Same	Before	Light/ dark	Space	Caretaker	Africa		Justice
Different	After	Night/ day	Earth	Head Teacher	China		
Old	Year	Reflect	Maggie Smith	Forwards	Uganda		
New	First	Sun, Moon		Backwards			
	Next	Weather: sunny, cloudy,		Left/ right			
		rainy, snowy		Above			
Significant person		Season names		under			
A long time ago		Forces: Push, pull, move,					
		fast, slow					

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me	Festivals and Celebrations	We could be heroes	Our amazing world	Journeys	
Expressive Arts and Design <i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i> <i>Work will be displayed in the classroom</i> <i>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>	The development of children’s artistic and cultural awareness supports their imagination and creativity . It is important that children have regular opportunities to engage with the arts , enabling them to explore and play with a wide range of media and materials . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. 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.					
	KAPOW – Marvellous Marks ART <ul style="list-style-type: none">To paint a self-portrait (enclosing lines): draw definite featurescut, stick, layer self-portraitFeelings: taking photos of children acting out emotionsBeginning to mix colours DT <ul style="list-style-type: none">Build stories around toys (small world) use available props to support role playBuild models using construction equipment.Junk modelling, take picture of children’s creations and record them explaining what they did.Using ingredients and utensils to make bread Music <ul style="list-style-type: none">Charanga music – ME!Join in with songsPlay pitch matching games, humming or singing Drama <ul style="list-style-type: none">Drama opportunities through literacy: Helicopter stories	KAPOW –Sculpture and 3D creation station ART <ul style="list-style-type: none">Use different textures and materials to make firework pictures and Rangoli patternsExplore how colour can be changedChristmas decorations, Christmas cards DT <ul style="list-style-type: none">Use clay to mould a diva lampTeach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue:Create Stickmen Music <ul style="list-style-type: none">Charanga music – My storiesListen to music and make their own dances in response.Christmas Songs Drama <ul style="list-style-type: none">Drama opportunities through literacy: Helicopter storiesStory maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.Shadow Puppets (Diwali/light)Role Play of The Nativity	KAPOW – Structures: junk modelling ART <ul style="list-style-type: none">Recognise, create and describe pattern: DT <ul style="list-style-type: none">Create collaboratively: make a large 3d superhero: papier Mache: working in pairsMaking lanterns, Chinese writing, puppet making Music <ul style="list-style-type: none">Charanga music – Everyone!Chinese music and composition Drama <ul style="list-style-type: none">Drama opportunities through literacy: Helicopter stories	KAPOW – Painting and mixed media: Paint my world ART <ul style="list-style-type: none">Rubbings of leaves/plantsI can combine media to make a collage: Collage-farm animalsAndy Goldsworthy natural artMother’s Day crafts:Easter crafts printing, patterns on Easter eggs DT <ul style="list-style-type: none">Using ingredients and utensils to make pancakesChildren will explore ways to protect the growing of plants by designing scarecrows. Music <ul style="list-style-type: none">Charanga music – Our world Drama <ul style="list-style-type: none">Drama opportunities through literacy: Helicopter stories	Kapow – Structures: boats (DT) ART <ul style="list-style-type: none">Make different textures; make patterns using different colours DT <ul style="list-style-type: none">Provide children with a range of materials for children to construct with.use various materials to build a form of transport e.g. making a rocket to take Baby Bear to the moon/ a pirate ship to find the treasure in the seas.Junk modelling, houses, bridges boats and transport Music <ul style="list-style-type: none">Charanga music –Big bear funk . Drama <ul style="list-style-type: none">Drama opportunities through literacy: Helicopter stories	KAPOW – Textiles; book marks ART <ul style="list-style-type: none">Talk about a famous artist.Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.Colour mixingFather’s Day Crafts DT <ul style="list-style-type: none">Making models from recycled materials: Music <ul style="list-style-type: none">Charanga music – Reflect, Rewind, Replay!Learn a traditional African song and dance and perform it / Encourage children to create their own music. Drama <ul style="list-style-type: none">Exploration of other countries – dressing up in different costumesDrama opportunities through literacy: Helicopter stories

Art Vocabulary	Drawing	Painting	Printing	Sculpture	Collage	Textiles
	Draw Mark Pencil Crayon Pastel Chalk Felt tip Shape Line Pattern Curved Straight Size observe	Paint (Primary colours) Patch Mix Colour Colour names Wet Dry Sponge Water pot Paint Palette Paper Change Thick Thin	Print Pattern Sequence	Rolling pin Cutter Dough Clay Flat Roll Model/ modelling Moulding carve Shaping Space 3 D/ 3 Dimensiona l Tools- knife	Cut Stick Scissors Glue Paper Texture Safety Follow the line Tear	Texture/ Fabric Hessian Needle Wool Thread Sew Random stitch Felt Weave Waterproof Running stich

Music Vocabulary	Beat Pulse Pitch Rhythm Instruments Drum Triangle Beaters Glockenspiel Tambourine	Songs Humming Singing Dancing Composition Create
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Drama Vocabulary	Retell Adapt Stories Acting Characters Role play Story maps	Dressing up Outfits Voice
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Design and Technology vocabulary	Cut Stick Glue Join Fix Design Measure	Fold Corners Tape Rubber bands Scissors Split pins Treasury Tags Same Different	Slice Chop Mix Stir Whisk Pour Bake Cook Ingredient names
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Early Learning Goals – for the end of the year - Holistic / best fit Judgement						
Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p>ELG: Listening, Attention and Understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;.</p> <p>Show sensitivity to their own and to others’ needs.</p>	<p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>