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| Description: W:\Fens logo\clipbo.gif  Reception Long Term Planning 2022-2023 | | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| All About Me | Celebrations | Amazing Animals | Terrific Tales | Come Outside | Pirates & Under the Sea |
| General Themes | Starting school  Making new friends  Being kind / staying safe  My body  Staying healthy (food and exercise)  How have I changed  My family  How I’ve grown and changed  When I grow up I’d like to be…  People who help us  Superheroes  Where do we live in the UK / world? | Harvest  Autumn  Hibernation  Halloween (Meg and Mog, Funny Bones, Room on the Broom)  Bonfire Night- Colour mixing, light, Guy Fawkes  Divali  Christmas  Nativity  At the Panto  Christmas lists  Letters to Father Christmas | Animals around the world/ Safari  Hot and Cold  Down on the Farm  Animal Arts and crafts  Night and day animals  Animal patterns  David Attenborough  Happy Habitats  Countries with hot and cold climates | Traditional Tales  Little Red Hen -  Familiar tales  Library Bus  Gingerbread Man  Cinderella  Space- Whatever Next, Aliens Love Underpants | Life cycles  Plants & Flowers  The great outdoors  Forest School  Planting seeds  Make a sculpture: Andy Goldsworthy  Mini Beasts  Weather / seasons | Under the sea  Off on holiday / clothes  Where in the world shall we go?  How do I get there?  Send me a postcard!  Marine life  The seaside in the past  Compare: Now and then!  Seaside art  Vehicles past and Present  Design your own transport!  Weather / seasons |
| Texts  Reflecting children’s ‘old favourites’, topic themes and reflective of British values and diversity | Once there were Giants  Daddy, Pappa, and Me!  Funny Bones  Owl Babies  Stick Man  The Smartest Giant  The Colour Monster  The Rainbow Fish  The Big Book of Families  Mixed Up Nursery Rhymes  Shine | The Jolly Pocket Postman  Goldilocks  Farmer Duck  Hansel & Gretel  The Ugly Duckling  Christmas Story / Nativity  Rama and Sita | The Emperors Egg  The Very Hungry Caterpillar  Arghh Spider!  The Tiger Who Came to Tea  Mr Wolf’s Pancakes  Pig in the Pond  This is How We Do It! | 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 | The Very Hungry Caterpillar  The Snail and the Whale  Mr. Gumpy’s Outing  The Train Ride  Bob, The Man on the Moon  Lara the Yellow Ladybird | Lighthouse Keeper’s Lunch  Under the Sea Non – Fiction  The Journey  Zoom  World Atlases  Tiddler |
| ‘Wow’ Moments & Enrichments | Autumn Treasure Hunt  School Nurse Visit for handwashing and keeping healthy  Harvest Time and food bank donations  Birthdays  Favourite Songs  Interactive Suite  Parents Workshop for phonics and reading | Yoga ‘Mighty Warriors’  Halloween  Guy Fawkes/Bonfire Night  Christmas Nativity  Christmas Party  Visit from Santa  Diwali  Black History Month  Remembrance Day  Children in Need  Anti- Bullying Week  Family Social evening | Balance Bikes  Chinese New Year  Random Acts of Kindness Week  Valentine’s Day  Internet Safety Day  Animal Art  Role-play  Interactive Suite  ‘Guess How Much I Love You’ parent event (16th/17th February) | Science Week  Zoo Lab Visit  Planting seeds  Easter time  Weather experiments  Nature Scavenger Hunt  Vincent Van Gogh Study  Mother’s Day  Easter Egg Hunt  Easter competition | King Charles Coronation  Post a letter home  Tasting food from different cultures  Map work  Eid  Trip to Hall Hill Farm | Visit to the beach  Under the Sea – singing songs and sea shanties  Fossil hunting  Father’s Day  Heathy Eating Week  World Environment Day  Pirate Day  Family summer picnic |

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| **Characteristics of Effective Learning** | Autumn 1 | Autumn 2 | | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| All About Me | | Celebrations | Amazing Animals | Terrific Tales | Come Outside | Pirates & Under the Sea |
| **Playing and exploring:** - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning  **Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.  **Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions. | | | | | | |
| **Over Arching Principles** | **Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.  **Positive Relationships:** Children flourish with warm, strong and positive partnerships between all staff and parents/carers.  **Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.  **Learning and Development:** Children develop and learn at different rates. We must be aware of children who need greater support than others. | | | | | | |
| **Assessment Opportunities** | Analyse Nursery Assessments  Parental Discussions  In-house - Baseline assessment of key skills  National Baseline data by end of term (before 31st Oct 2022)) | Ongoing assessments  Pupil progress meetings  Parents evening info  EYFS team meetings  In house moderation  End of term assessments | | Ongoing assessments  GLD Projections for EOY  Cluster moderation  EYFS team meetings internal moderation | Pupil progress meetings  Parents evening info  EYFS team meetings | Pupil progress meetings  Parents evening info  EYFS team meetings  Cluster moderation | Pupil progress meetings  Parents evening info  EYFS team meetings  EOY data  End of year pupil reports sent home |
| **Parental Involvement** | Staggered Start  Parents Evening  Proud Petals  Phonics workshop | Proud Petals/Wow Moments  Nativity  Maths workshop and Maths week | | Proud Petals/Wow Moments  Writing workshop  Science Week  Stay and Read/ Family Reading | Proud Petals/Wow Moments  Parents Evening  Share a story | Proud Petals/Wow Moments  Share a story  Art Week/ Gallery showcase of work | Proud Petals/Wow Moments  Share a story  Parents Evening |

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| **Personal, Social and Emotional Development** | Autumn 1 | Autumn 2 | | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| All About Me | | Celebrations | Amazing Animals | Terrific Tales | Come Outside | Pirates & Under the Sea |
| 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** | •New beginnings  •See themselves as a valuable individual  •Being me in my world  •Cass Rules and Routines  •Supporting children to build relationships  •Dreams and Goals | •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 children 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  •Talk 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 losing  •Changing me -  Look how far I've come!  •Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. |
| **Link to Behaviour for Learning** | 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.** | | | | | | |

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| **Physical Development** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Physical activity is **vital** in children’s all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child’s strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence.** | | | | | |
| **Fine Motor** | •Threading, cutting, weaving, playdough, fine motor activities  •Manipulate objects with good fine motor skills  •Draw lines and circles using gross motor movements  •Hold pencil/paint brush beyond whole hand grasp  Pencil Grip  •Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. | •Threading, cutting, weaving, playdough, fine motor activities  •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 Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. | •Threading, cutting, weaving, playdough, fine motor activities  •Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control  •Encourage children to draw freely.  •Holding Small Items/  Button Clothing/  Cutting with Scissors •Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. | •Threading, cutting, weaving, playdough, fine motor activities  •Hold pencil effectively with comfortable grip •Form recognisable letters, most correctly formed  •Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. | •Threading, cutting, weaving, playdough, fine motor activities  •Develop pencil grip and letter formation  •Use one hand consistently for fine motor tasks  •Cut along a straight line with scissors/  •Start to cut along a curved line  •Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. | •Threading, cutting, weaving, playdough, fine motor activities  •Form letters correctly  •Begin to draw diagonal lines, like in a triangle/Start to colour inside the lines of a picture  •Start to draw pictures that are recognisable  •Build things with smaller linking blocks, such as Duplo or Lego  •Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. |
| **Gross Motor** | •Yoga with ‘Mighty Warriors’  •Cooperation games i.e. parachute games.  Climbing – outdoor equipment  •Different ways of moving to be explored with children  •Changing for PE •Develop good personal hygiene e.g. handwashing •Acknowledge and praise their efforts  • Provide regular reminders about thorough handwashing and toileting. | •Ball skills- throwing and catching.  •Crates play- climbing  •Skipping ropes in outside area  •Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options | •Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking  •Ensure that spaces are accessible to children with varying confidence levels, skills and needs. •Provide a wide range of activities to support a broad range of abilities.  •Dance/moving to music  •Gymnastics/ balance | •Balance- children moving with confidence  dance related activities  •Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.  •Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. | •Obstacle activities  children moving over, under, through and around equipment  •Encourage children to be highly active and get out of breath several times every day  •Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.  •Dance/moving to music | •Races/team games involving gross motor movements  dance related activities  •Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.  •Gymnastics/ Balance |

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| **Literacy** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| 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**  Ongoing Reading promotions in school to promote reading for pleasure*:*  *\*Children will take home a free choice book from our lending library as well as their phonic matched reading scheme book.*  *\*Each Friday a ‘Reader of the Week’ is chosen from the class to take home special reading sack containing a book, hot chocolate sachet and marshmallows.*  *\*Reading raffle tickets are giving out every time a child reads at least 3 times at home in a week.* | •Individual home reading books will be matched according to current phonic ability  •Children will visit the library weekly  •Joining in with rhymes and showing an interest in stories with repeated refrains  •Print in the Environment  •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. | •Individual home reading books will be matched according to current phonic ability  •Children will visit the library weekly  •Retell stories related to events through acting/role play  •Christmas letters/lists  •Retelling stories using images / apps. •Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. •Non-Fiction focus •Retelling of familiar stories.  Sequence story – use vocabulary of beginning, middle and end  •Blend sounds into words, so that they can read short words made up of known phoneme/grapheme correspondence  •Read level 2 ‘tricky words’  Enjoys an increasing range of books | •Individual home reading books will be matched according to current phonic ability  •Children will visit the library weekly  •Making up stories with themselves as the main character •Encourage children to record stories through pictures, drawing/mark making  •Read simple phrases and sentences made up of words with known letter sounds correspondences and, where necessary, a few exception words •Read level 3 ‘tricky words’ Make the books available for children to share at school and at home | •Individual home reading books will be matched according to current phonic ability  •Children will visit the library weekly  Information leaflets about animals in the garden/plants and growing.  •Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment  •World Book Day  •Timeline of how plants grow.  •Use vocabulary and forms of speech that are increasingly influenced by their experiences of books  •Develop their own narratives and explanations by connecting ideas or events | •Individual home reading books will be matched according to current phonic ability  •Children will visit the library weekly  •Stories from other cultures and traditions  •Retell a story with actions and / or picture prompts as part of a group - •Use story language when acting out a narrative  •Rhyming words  •Recall and explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. | •Individual home reading books will be matched according to current phonic ability  •Children will visit the library weekly  •Draw pictures of characters/ event / setting in a story  •Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.  •Make predictions  •Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.  •Sort books into categories |
| **Word Reading** | •Phonics Level 2 sounds:  •Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall.  •Help children to read the sounds speedily. This will make sound-blending easier  •Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge | •Phonics Level 2/3  Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words.  •Show children how to touch each finger as they say each sound. For exception words such as ‘the’ and ‘said’, help children identify the sound that is tricky to spell. | •Phonics Level 3  Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings.  •Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’.  •Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’. | •Phonics Level 3/4  Reading: Story structure-beginning, middle, end. •Innovating and retelling stories to an audience, non-fiction books.  •Listen to children  read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’.  Children should not be required to use other strategies to work out words. | •Phonics Level 4  Reading: Non-fiction texts, Internal blending  •Naming letters of the alphabet. •Distinguishing capital letters and lower case letters.  •Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were’. | •Phonics Level 4  Reading: **R**eading simple sentences with fluency. Reading CVCC and CCVC words confidently.  •End of term assessments  •Transition work with Year 1 staff |

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| **Writing** | •To have a dominant hand, tripod grip, mark making, giving meaning to marks and labelling. •Shopping lists,  •Writing initial sounds and simple captions.  •Use initial sounds to label characters/ images  •Silly soup, names, labels, captions,  Lists, diagrams, messages  •Create a role-play area for writing e.g. restaurant, post office etc.  •Role-play area to support writing for a purpose | •Name writing •Labelling using initial sounds, story scribing, retelling stories in writing area, instructions e.g. making porridge  •Help children identify the sound that is tricky to spell  •Sequencing stories  Sentence writing  •Role-play area to support writing for a purpose | •Writing some of the tricky words such as I, me, my, like, to, the.  •Writing CVC words, labels using CVC, CVCC, CCVC words.  •Guided writing based around developing short sentences in a meaningful context e.g. retell or recount  •Create a story board/map  •Labels and captions cycles Recount – A trip to the park  •Role-play area to support writing for a purpose | •Creating own story maps, writing captions and labels, writing simple sentences.  •Writing short sentences to accompany story maps.  •Order the Easter story.  •Character descriptions.  •Write 2 sentences  •Role-play area to support writing for a purpose | •Writing recipes, lists. Writing for a purpose in role play •Use phonetically plausible attempts at words  •Begin to use finger spaces  •Form lower-case and capital letters correctly  •Rhyming words.  •Acrostic poems  •Role-play area to support writing for a purpose | •Story writing, writing sentences  •Usea range of tricky words that are spelt correctly  •Begin to use full stops, capital letters and finger spaces. •Retell traditional tales  •Innovation of familiar texts  •Using familiar texts as a model for writing own stories. •Character description for the Rainbow Fish  •Write three sentences using beginning, middle, end.  •Role-play area to support writing for a purpose |

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| **Maths** | Autumn 1 | Autumn 2 | | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| All About Me | | Celebrations | Amazing Animals | Terrific Tales | Come Outside | Pirates & Under the Sea |
| 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. | | | | | | |
| **We follow the ‘White Rose Maths’ scheme for weekly planning** | **Early Mathematical Experiences**  •Counting rhymes and songs  Classifying objects based on one attribute  •Matching equal and unequal sets •Comparing objects and sets. Subatising. •Ordering objects and sets / introduce manipulatives. •Number recognition. 2D Shapes.  **Pattern and early number**  •Recognise, describe, copy and extend colour and size patterns  •Count and represent the numbers 1 to 3 •Estimate and check by counting. | **Numbers within 6**  •Count up to six objects.  •One more or one fewer  •Order numbers 1 – 6 •Conservation of numbers within six  **Addition and subtraction within 6**  Explore zero  •Explore addition and subtraction  **Measures**  •Estimate, order compare, discuss and explore capacity, weight and lengths  **Shape and sorting**  •Describe, and sort 2-D & 3-D shapes •Describe position accurately  **Calendar and time**  •Days of the week, seasons  •Sequence daily events | | **Numbers within 10**  •Count up to ten objects  •Represent, order and explore numbers to ten  •One more or fewer, one greater or less  **Addition and subtraction within 10**  •Explore addition as counting on and subtraction as taking away  •One more or fewer  **Shape and pattern**  •Describe and sort 2-D and 3-D shapes •Recognise, complete and create patterns | **Numbers within 15**  •Count up to 15 objects and recognise different representations •Order and explore numbers to 15  **Grouping and sharing**  •Counting and sharing in equal groups  •Grouping into fives and tens •Relationship between grouping and sharing  **Addition and subtraction**  •Explore addition and subtraction •Compare two amounts •Relationship between doubling and halving | **Numbers within 20**  •Count up to 10 objects  •Represent, order and explore numbers to 15  •One more or fewer  **Doubling and halving**  •Doubling and halving & the relationship between them  **Capacity and Volume**  Describe capacities •Compare volumes •Compare weights •Estimate, compare and order lengths | **Depth of numbers within 20**  •Explore numbers and strategies  •Recognise and extend patterns •Apply number, shape and measures knowledge  •Count forwards and backwards  **Numbers beyond 20**  •One more one less •Estimate and count •Grouping and sharing |

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| **Understanding the world** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| 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. | | | | | |
|  | •Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.  •Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.  •Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.  •Create treasure hunts to find places/ objects within our learning environment.  •Introduce children to different occupations and how they use transport to help them in their jobs.  •Talk about children’s own aspirations for the future. What would they like to be/do when they grow up?  •Listen out for and make note of children’s discussion between themselves regarding their experience of past birthday celebrations.  •Long ago – How time has changed. Using cameras. | •Can talk about what they have done with their families during Christmas’ in the past.  •Show photos of how Christmas is celebrated now and ho it used to be celebrated in the past.  •Use world maps to how children where some stories are based.  •Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.  •Share different cultures versions of famous fairy tales.  •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.  •Stranger danger (based on Jack and the beanstalk). •Talking about occupations and how to identify strangers that can help them when they are in need. | •Listening to stories and placing events in chronological order.  •Learn about environmental issues. What can we do here to take care of animals in the jungle? Make the arctic continue to be a home for polar bears?  •Compare animals from a jungle to those on a farm, wild animals/domestic animals.  •Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the farm/zoo.  •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. | •Walk around the school grounds and visit the wildlife garden (to link with seasons)  •Visit to Hall Hill Farm to observe farm animals, animals and their young etc. Discuss what we will see on our journey to the farm and how we will get there. Make a basic map of the journey  •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, and 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. | •Use Handa’s Surprise to explore a different country.  •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.  •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 on Google Earth – how are they similar/different?  •Introduce the children to NASA and America.  •Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.  •Can children differentiate between land and water.  Take children to places of worship and special places. | •Materials: Floating / Sinking – boat building metallic / non-metallic objects.  •Taking care in the sun.  •Treasure hunt  •Compare the seaside now to long ago – Magic Grandad  •Share non-fiction texts that offer an insight into contrasting environments.  •Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. |

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| **Expressive Arts and Design** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| All About Me | Celebrations | Amazing Animals | Terrific Tales | Come Outside | Pirates & Under the Sea |
| 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. | | | | | |
| 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.  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. | •Join in with songs  •begin to mix colours  •Join in with role play games and use resources available for props; build models using construction equipment.  •Sing call-and-response songs, so that children can echo phrases of songs you sing.  •Self-portraits  •Junk modelling, take picture of children’s creations and record them explaining what they did.  •Julia Donaldson songs Exploring sounds and how they can be changed, tapping out of simple rhythms.  •Provide opportunities to work together to develop creative ideas.  Superhero masks. | •Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats  •Listen to music and make their own dances in response.  •Firework pictures, Christmas decorations, •Christmas cards, Chinese lanterns, Christmas songs/poems   •The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.  •Role Play Party’s and Celebrations •Role Play of The Nativity | •Animal prints  •Rousseau’s Tiger  •Designing homes for hibernating animals.  •Collage jungle animals  •Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g. creating animal masks.  •Making lanterns, Chinese writing, puppet making, Chinese music and composition.  Shadow Puppets  •Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. | •Make different textures and patterns using different colours  •Explore ways to protect the growing of plants by designing scarecrows.  •Collage-farm animals / Making houses.  •Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers  •Mother’s Day crafts •Easter crafts  •Artwork themed around Eric Carle The Seasons – Art  •Provide a wide range of props for play which encourage imagination. | •Design and make rockets. Design and make objects they may need in space, thinking about form and function.  •Learn a traditional African song and dance and perform it •Encourage children to create their own music.  •Junk modelling, houses, bridges boats and transport.  •Exploration of other countries – dressing up in different costumes.  •Retelling familiar stories Creating outer of space pictures  •Provide children with a range of materials for children to construct with. | •Sand pictures •Rainbow fish collages  •lighthouse designs  Paper plate jellyfish  Puppet shows: •Provide a wide range of props for play which encourage imagination.  •Salt dough fossils  •Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.  •Colour mixing – underwater pictures.  •Father’s Day Crafts |