
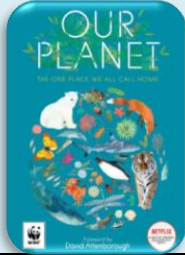





## Naburn Primary: EYFS Long Term Plan

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Super, Duper You! 	Turn back Time 	Our Planet The One Place we all call Home 	Once upon a time... 	Roots, Shoots and Muddy Boots! 	Summer Fun! 
Focus topics	Where do you live? Starting School My New Class New Beginnings Ourselves What am I good at? My Family Being Kind	Celebrations Light and Dark Autumn	Winter Polar Regions Climate Contrasting environments Habitats	Little Red Riding Hood Signs of Spring Journeys	Healthy Eating Growing Life Cycles Animal patterns	Underwater worlds Marine life Seaside Keeping Safe in the Sun
Wow' moments Key Events	Transition Birthdays Autumn Trail Harvest Festival at St Matthew's Church	Remembrance Day Diwali Guy Fawkes/Bonfire Night Nativity -Christmas Santa Visit	Chinese New Year Valentine's Day Food tasting – different cultures Safer Internet Day	Pancake Day World Book Day Mother's Day Easter Egg Hunt Easter Celebration at St Matthew's Church	St George's Day Atkinsons Farm visit Caterpillar transformation Minibeast Hunt Growing seeds Healthy Eating Week	World Environment Day Visit to the Deep Transition Sports Day Picnic Day
<b>PRIME AREAS</b>						
Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, jigsaw/PSHE sessions, story sessions, singing, speech and language interventions, assemblies and weekly interventions.						
Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>Settling in activities and carpet times. Listening to stories.</li> <li>Understand how to listen carefully and why listening is important.</li> <li>Understand 'Why' questions, e.g. "Why do you think ...?"</li> <li>Learn new vocabulary.</li> <li>Understand a question or instruction that has 2 parts, e.g. "Put on your coat and line-up at the door."</li> <li>Engage in story times.</li> <li>Learn rhymes and songs.</li> </ul>	<ul style="list-style-type: none"> <li>Links to festivals, children's experiences, talking about shared experiences.</li> <li>Songs – Nativity and Christmas songs.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs.</li> <li>Learn new vocabulary.</li> <li>Use new vocabulary throughout the day.</li> <li>Engage in story times.</li> </ul>	<p>Links to the World Around Us, talking about shared experiences – Chinese New Year, news from home.</p> <ul style="list-style-type: none"> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Learn rhymes, poems and songs.</li> <li>Learn new vocabulary.</li> <li>Use new vocabulary throughout the day.</li> <li>Engage in non-fiction books.</li> </ul>	<p>Links to stories and Easter, talking about shared experiences – Pancake Day, Mother's Day.</p> <ul style="list-style-type: none"> <li>Sustained focus when listening to a story.</li> <li>Learn rhymes, poems and songs.</li> <li>Learn new vocabulary.</li> <li>Use new vocabulary throughout the day.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<p><b>Early Learning Goal - Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li><b>Holding conversation in back-and-forth exchanges with adults and peers.</b></li> <li><b>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.</b></li> <li><b>Make comments about what they have heard and ask questions to clarify their understanding.</b></li> </ul>	
Speaking	<ul style="list-style-type: none"> <li>Develop social phrases. Adults modelling language throughout the day "Please, Thank you!" "Good morning!" "How are you?" "Please could you pass me...?"</li> <li>Connect one idea or action to another using a range of connectives.</li> <li>Use talk to organise themselves and their play.</li> </ul>	<ul style="list-style-type: none"> <li>Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>Start a conversation with an adult or a friend and continue it for many turns.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Wellcomm assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Describe events in some detail.</li> <li>Connect one idea or action to another using a range of connectives.</li> <li>Articulate ideas and thoughts in well-formed sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> </ul>	<p><b>Early Learning Goal - Speaking</b></p> <ul style="list-style-type: none"> <li><b>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.</b></li> <li><b>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</b></li> <li><b>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</b></li> </ul>	

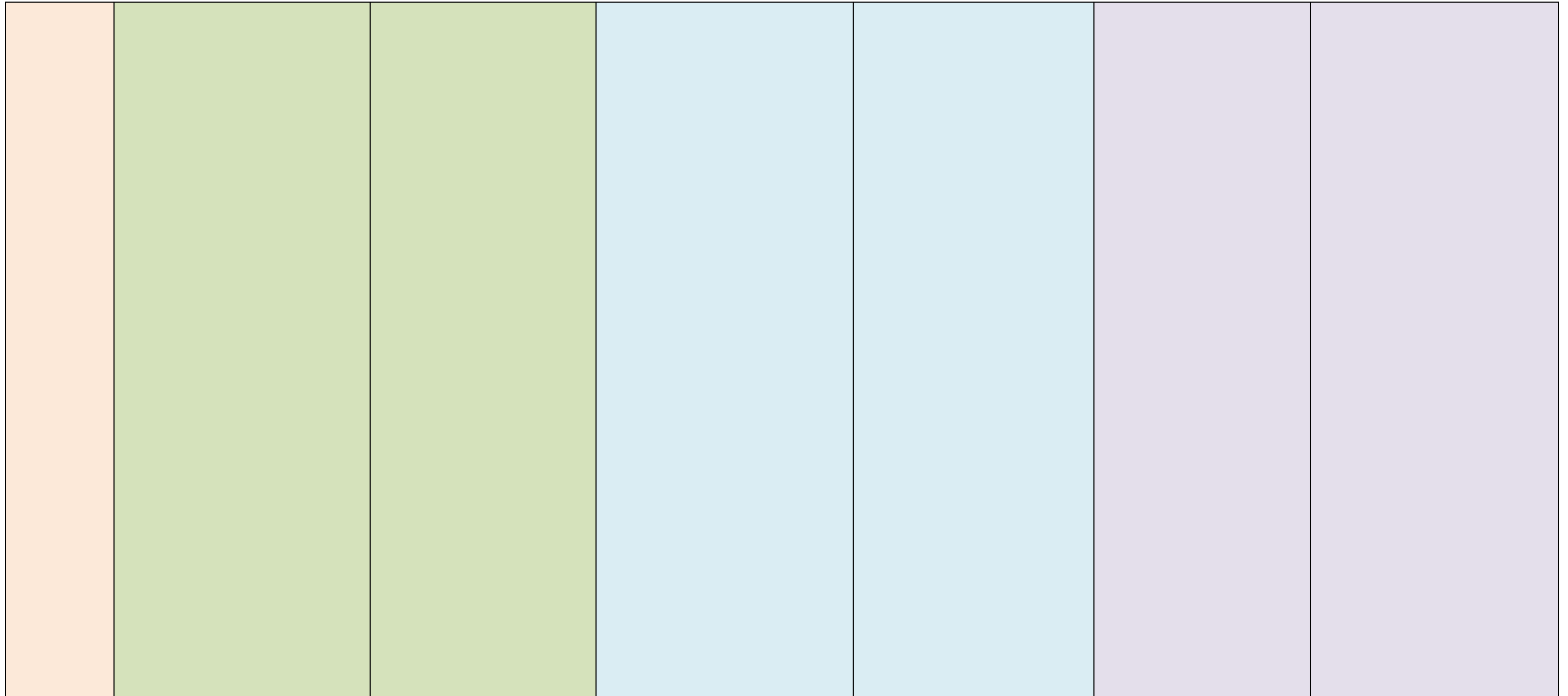
<b>Talk Through Stories Texts</b>	<b>The Rainbow Fish</b> <b>Perfectly Norman</b> <b>Ruby’s Worry</b>			<b>Room on the Broom</b> <b>Owl Babies</b> <b>Stick Man</b>			<b>One Snowy Night</b> <b>Lost and Found</b> <b>Anna Hibiscus’ Song</b>			<b>On the Way Home</b> <b>George and the Dragon</b> <b>Billy and the Beast</b>			<b>Supertato</b> <b>The Extraordinary Gardener</b> <b>Farmer Duck</b>			<b>Tiddler</b> <b>Billy’s Bucket</b> <b>Missing Richmond</b>								
<b>Talk Through Stories 2024-25 Vocabulary</b>	sparkling glide discover whizzed	swooping miserable wonderful nervously	explore discovered wondered tumbled	shriek magnificent keen grateful	hunting silent brave flapped	twirl chuckle clattering drifts	snuggled shivering shoved chuckle	ignored floated lonely searched	amazing floats chuckles explode	sneaking gloomy slithering struggled	terrified miserable screamed groaned	rumble terrible huffed plump	escaped gaspd vanished crept leapt shrieked	imagine wild roamed soared longed discovered	wriggled creaked wearily fled squeezed	captured struggled dawdling glimmered shivered peeped	explained persuade d sighed excitedly chuckled frowned imagination	trekked searched rescue distract celebrate gracefully						
<b>Other Key Texts</b>	<b>Here we Are</b> <b>Highway Rat</b>			<b>Great Fire of London</b> <b>The First Christmas</b> <b>Stories/Nativity</b>			<b>Journey</b> <b>Whatever Next?</b> <b>The Snail and the Whale</b> <b>Chinese New Year stories</b>			<b>Three Little Pigs</b> <b>Little Red Riding Hood</b> <b>Train Ride</b> <b>The Easter Story</b>			<b>Superworm</b> <b>The Very Hungry Caterpillar</b> <b>Argh Spider!</b> <b>What the Ladybird Heard</b> <b>The Tiny Seed</b> <b>Oliver’s Vegetables</b>			<b>Sharing a Shell</b> <b>The Fish Who Could Wish</b> <b>Shark in the Park</b> <b>Hugless Douglas</b> <b>One Plastic Bag</b>								
<b>Spirituality</b>	Emotions and sentiments in writing and speech; heroes and heroines in literature; imagining oneself as someone else; escaping into other worlds through literature; the element of wonder in literature.																							
<b>Life Skills Personal, Social and Emotional Development</b>	<b>Self-Regulation:</b> Throughout the year children will work towards simple goals, being able to wait to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, respond appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. * Controlling own feelings and behaviours. * Able to concentrate on a task * Applying personalised strategies to return to a state of calm. * Able to ignore distractions. * Thinking before acting. * Able to curb impulsive behaviours. * Behaving in ways that are socially acceptable. * The ability to persist and persevere.												<b>Early Learning Goal – Self Regulation</b> <b>Give focus attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</b> <b>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</b> <b>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</b>											
	<b>Managing Self:</b> <ul style="list-style-type: none"><li>New Beginnings.</li><li>See themselves as a valuable individual.</li><li>Being me in my world.</li><li>Class Rules and Routines. Supporting children to build relationships.</li></ul>			<b>Managing Self:</b> <ul style="list-style-type: none"><li>Getting on and falling out.</li><li>How to deal with anger Emotions. Self - Confidence Build constructive and respectful relationships.</li><li>Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</li></ul>			<b>Managing Self:</b> <ul style="list-style-type: none"><li>Good to be me. Feelings.</li><li>Learning about qualities and differences.</li><li>Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios.</li></ul>			<b>Managing Self:</b> <ul style="list-style-type: none"><li>Relationships.</li><li>What makes a good friend? Healthy me.</li><li>Random acts of Kindness.</li><li>Looking after pets.</li><li>Looking After our Planet.</li><li>Give children strategies for staying calm in the face of frustration.</li><li>Talk them through why we take turns, wait politely, tidy up after ourselves and so on.</li></ul>			<b>Managing Self:</b> <ul style="list-style-type: none"><li>Looking after others.</li><li>Friendships.</li><li>Dreams and Goals.</li><li>Show resilience and perseverance in the face of challenge.</li><li>Discuss why we take turns, wait politely, tidy up after ourselves and so on.</li></ul>			Taking part in sports day. Winning and losing. Changing me - Look how far I've come! <b>Early Learning Goal – Managing Self</b> <b>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.</b> <b>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</b>								
	<b>Building Relationships:</b> Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other’s needs. Playing both team games and board games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively.																		<b>Early Learning Goal – Building Relationships</b> <b>Form positive attachments to adults and friendships with peers.</b> <b>Show sensitivity to their own and to others’ needs.</b> <b>Work and play cooperatively and take turns with others.</b>					
	<b>JIGSAW:</b> <b>Being Me in My World</b> <ul style="list-style-type: none"><li>To understand how it feels to belong and that we are similar and different.</li><li>To start to recognise and manage my feelings.</li><li>To enjoy working with others to make school a good place to be.</li></ul>			<b>JIGSAW:</b> <b>Celebrating Differences</b> <ul style="list-style-type: none"><li>To identify something I am good at and understand everyone is good at different things.</li><li>To understand that being different makes us all special.</li></ul>			<b>JIGSAW:</b> <b>Dreams and Goals</b> <ul style="list-style-type: none"><li>To understand that if I persevere, I can tackle challenges.</li><li>To tell you about a time when I didn’t give up until I achieved my goal.</li><li>To set a goal and work towards it.</li><li>To use kind words to encourage people.</li></ul>			<b>JIGSAW:</b> <b>Healthy Me</b> <ul style="list-style-type: none"><li>To understand that I need to exercise to keep my body healthy.</li><li>To understand how moving and resting are good for my body.</li></ul>			<b>JIGSAW:</b> <b>Relationships</b> <ul style="list-style-type: none"><li>To identify some of the jobs I do in my family and how I feel like I belong.</li><li>To know how to make friends to stop myself from feeling lonely.</li></ul>			<b>JIGSAW:</b> <b>Changing Me</b> <ul style="list-style-type: none"><li>To name part of the body.</li><li>To tell you some things I can do and foods I can eat to be healthy.</li><li>To understand that we all grow from babies to adults.</li><li>To express how I feel about moving to Year 1.</li></ul>								

	<ul style="list-style-type: none"> <li>To understand why it is good to be kind and use gentle hands.</li> <li>To begin to understand children’s rights and this means we should all be allowed to learn and play.</li> <li>To learn what being responsible means.</li> </ul>	<ul style="list-style-type: none"> <li>To know we are all different but the same in some ways.</li> <li>To tell you why I think my home is special to me.</li> <li>To tell you how to be a kind friend.</li> <li>To know which words to use to stand up for myself when someone says or does something unkind.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the link between what I learn now and the job I might like to do when I am older.</li> <li>To say how I feel when I achieve a goal and know it means to feel proud.</li> </ul>	<ul style="list-style-type: none"> <li>To know which foods are healthy and not so healthy and can make healthy eating choices.</li> <li>To know how to help myself go to sleep and understand why sleep is good for me.</li> <li>To wash my hands thoroughly and understand why this is important.</li> <li>To know what a stranger is and how to stay safe if a stranger approaches me.</li> </ul>	<ul style="list-style-type: none"> <li>To think of ways to solve problems and stay friends.</li> <li>To start to understand the impact of unkind words.</li> <li>To use Calm Me time to manage my feelings.</li> <li>To know how to be a good friend.</li> </ul>	<ul style="list-style-type: none"> <li>To talk about my worries and/or the things I am looking forwards to about being in Year 1.</li> <li>To share my memories of the best bits of this year in Reception.</li> </ul>
<b>Spirituality</b>	Relationships with others; feelings and attitudes; keeping safe; ideas of honesty and sensitivity needed for gentle reflection.					
<b>Physical Development</b>	<b>Cooperation and Moving Gross Motor:</b> <ul style="list-style-type: none"> <li>Cooperation games i.e. parachute games.</li> <li>Climbing on outdoor equipment.</li> <li>Different ways of moving and retaining balance.</li> <li>Changing speed and direction.</li> <li>Negotiate space.</li> <li>Control of an object.</li> </ul>	<b>Ball Skills and Wheeled Toys Gross Motor:</b> <ul style="list-style-type: none"> <li>Ball skills- throwing and catching.</li> <li>Different ways of moving</li> <li>Changing direction</li> <li>Moving in time to music</li> <li>Exploring different ways of moving</li> <li>Different ways of rocking and rolling</li> <li>Three-wheeled bikes.</li> </ul>	<b>Ball Skills and Moving to Music Gross Motor:</b> <ul style="list-style-type: none"> <li>Ball skills - aiming, dribbling, pushing, throwing &amp; catching, patting, or kicking.</li> <li>Gymnastics</li> <li>Balancing</li> <li>Travelling confidently.</li> <li>Jumping and landing.</li> </ul>	<b>Balance Gross Motor:</b> <ul style="list-style-type: none"> <li>Balance- children moving with confidence dance related activities</li> <li>Underarm throwing, kicking, rolling, catching, aiming a ball</li> <li>Hand-eye co-ordination</li> </ul>	<b>Obstacles Gross Motor:</b> <ul style="list-style-type: none"> <li>Running</li> <li>Jumping</li> <li>Throwing overarm/underarm</li> <li>Athletics</li> <li>Yoga</li> <li>Balance</li> <li>Stretching</li> </ul>	<b>Team games</b> Races / team games involving gross motor movements - dance related activities. Gymnastics / Balance <b>Early Learning Goal – Gross Motor Skills</b> <b>Demonstrate strength, balance and coordination when playing.</b>  <b>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</b>  <b>Negotiate space and obstacles safely, with consideration for themselves and others.</b>
	<b>Fine Motor:</b> <ul style="list-style-type: none"> <li>Dough activities.</li> <li>Daily name writing activities.</li> <li>Threading, cutting, weaving, playdough, Finger Gym activities. Manipulate objects with good fine motor skills.</li> <li>Show preference for dominant hand.</li> <li>Draw lines and circles using gross motor movements.</li> <li>Hold pencil/paintbrush beyond whole hand grasp.</li> <li>Pencil Grip – encourage tripod grip.</li> </ul>	<b>Fine Motor:</b> <ul style="list-style-type: none"> <li>Daily name/CVC writing activities.</li> <li>Threading, cutting, weaving, playdough, Finger Gym activities. Develop muscle tone to put pencil pressure on paper.</li> <li>Use tools to effect changes to materials.</li> <li>Show preference for dominant hand. Engage children in structured activities: guide them in what to draw, write or copy.</li> <li>Teach and model correct letter formation.</li> </ul>	<b>Fine Motor:</b> <ul style="list-style-type: none"> <li>Daily name/CVC writing activities.</li> <li>Threading, cutting, weaving, playdough, Finger Gym activities. Begin to form letters correctly.</li> <li>Handle tools, objects, construction and malleable materials with increasing control.</li> <li>Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors.</li> </ul>	<b>Fine Motor:</b> <ul style="list-style-type: none"> <li>Daily name/CVC/Sentence writing activities.</li> <li>Threading, cutting, weaving, playdough, Finger Gym activities.</li> <li>Hold the pencil effectively with a comfortable grip.</li> <li>Forms recognisable letters most correctly formed.</li> </ul>	<b>Fine Motor:</b> <ul style="list-style-type: none"> <li>Daily name/ CVC/Sentence writing activities.</li> <li>Threading, cutting, weaving, playdough, Finger Gym activities.</li> <li>Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks.</li> <li>Cut along a straight line with scissors / Start to cut along a curved line/circle.</li> </ul>	Fine Motor activities. Form letters correctly. Copy a square Begin to draw diagonal lines, like in a triangle Start to colour inside the lines of a picture. Draw recognisable pictures. Build things with smaller linking blocks, such as Duplo or Lego.  <b>Early Learning Goal – Fine Motor Skills</b> <b>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</b>  <b>Use a range of small tools, including scissors, paint brushes and cutlery.</b>  <b>Begin to show accuracy and care when drawing.</b>
<b>Spirituality</b>	Being a team member; pushing yourself to the limit; extremes of skill; endurance and achievements; emotion in sport; personal limitation and failure; sportsmanship.					



SPECIFIC AREAS						
<p><b>Literacy - Comprehension</b></p>	<p><b>Listening to stories.</b> Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>	<p><b>Beginning to retell stories.</b> Retell stories related to events through acting/role play. Retelling stories using images / apps. Retelling of stories. Editing of story maps and orally retelling new 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 letter– sound correspondences. Enjoys an increasing range of books.</p>	<p><b>Retelling stories with the recently introduced vocabulary.</b> Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few tricky words matched to Little Wandle. Ensure home reading books match their phonic knowledge. Using recently introduced vocabulary during discussions about stories and during role-play.</p>	<p><b>Building fluency and understanding.</b> Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events.</p>	<p><b>Explaining the stories they have listened to or have read themselves.</b> Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story. Can draw pictures of characters/event /setting in a story. May include labels, sentences or captions</p>	<p><b>Early Learning Goal - Comprehension</b> <b>Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary.</b> Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions. Make predictions. Fiction and Non- Fiction: Beginning to understand that a non-fiction is a non-story- it gives information instead, and that fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p>
<p><b>Literacy - Word Reading</b></p>	<p><b>Phonic Sounds:</b> Little Wandle Phase 2 graphemes whole class. <b>s a t p i n m d g o c k c k e u r h b f l</b>  <b>Reading,</b> tricky words, <i>is I the</i></p>	<p><b>Phonic Sounds:</b> Little Wandle Phase 2 graphemes whole class. <b>ff ll ss j v w x y z zz qu ch words with s /s/ added at the end sh th ng nk words ending s /z/ (his) and with s /z/ added at the end (bags)</b>  <b>Reading:</b> tricky words <i>as and has his her go no to into she he of we me be</i></p>	<p><b>Phonic Sounds:</b> Little Wandle Phase 3 graphemes whole class. <b>ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters: dd mm tt bb rr gg pp ff longer words</b>  <b>Reading:</b> tricky words <i>was you they my by all are sure pure</i></p>	<p><b>Phonic Sounds:</b> Little Wandle Phase 3 graphemes whole class. <b>Review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear. Review Phase 3: er air Words with double letters Longer words Words with two or more digraphs Words ending in -ing Compound words Words with s in the middle /z/ s, Words ending -s Words with -es at end /z/</b> <b>Reading:</b> tricky words review taught so far.</p>	<p><b>Phonic Sounds:</b> Little Wandle Phase 4 graphemes whole class. <b>Short vowels CVCC Short vowels CVCC CCVC Short vowels CCVCC CCCVC CCCVCC Longer words Longer words Compound words Root words ending in: -ing, -ed /t/, -ed /t/, -ed /id/ /ed/ -est</b>  <b>Reading:</b> tricky words <i>said so have like some come love do were here little says there when what one out today</i></p>	<p><b>Phonic Sounds:</b> Little Wandle Phase 4 graphemes whole class. <b>Long vowel sounds CVCC CCVC Long vowel sounds CCVC CCCVC CCVCC Phase 4 words ending -s /s/ Phase 4 words ending -z /z/ Phase 4 words ending -es Longer words Root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Phase 4 words ending in: -s /s/, -s /z/, -es Longer words</b> <b>Early Learning Goal – Word Reading</b> <b>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</b> <b>Read words consistent with their phonic knowledge by sound-blending. Say a sound for each letter in the alphabet and at least 10 digraphs.</b></p>
<p><b>Literacy – Writing</b></p>	<p><b>Representing name and initial letter sounds.</b> Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Writing Names and Labels. Writing messages. Practising correct letter formation.</p>	<p><b>Writing CVC words.</b> Name writing. Labelling using initial sounds. Story scribing. Retelling stories in the writing area. Sequencing the story. Practising correct letter formation.</p>	<p><b>Caption Writing and Tricky Words.</b> Writing some of the tricky words such as I, me, my, was, to, the. Writing CVC words. Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a storyboard. Practising correct letter formation.</p>	<p><b>Begin to write simple sentences. ‘Hold and write a sentence’.</b> Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions. Write a sentence. Ensuring correct letter formation.</p>	<p><b>Writing simple sentences. ‘Hold and write a sentence’.</b> Writing for a purpose in role-play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Write 2 sentences. Ensuring correct letter formation.</p>	<p>Story writing, writing sentences Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. <b>Early Learning Goal - Writing</b> <b>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</b> <b>Write recognisable letters, most of which are correctly formed.</b> <b>Writing simple sentences and phrases that can be read by others.</b></p>
<p><b>Spirituality</b></p>	<p>Empathy with authors and the characters in stories and plays; the appreciation of the beauty in language; emotions and sentiments in writing and speech; heroes and heroines in literature; imagining oneself as someone else; escaping into other worlds through literature; the element of wonder in literature; the values of great works.</p>					

“Whenever the rainbow appears in the clouds, I will see it and remember the everlasting covenant between God and all living creatures of every kind on the earth.” Genesis 9 v16



<p><b>Mathematics</b> <b>White Rose</b> <b>Scheme of</b> <b>Work</b></p>	<p><b>Match, Sort and Compare</b> Small Steps - Match objects Match pictures and objects Identify a Set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts</p> <p><b>Talk about Measure and Pattern</b> Small Steps - Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns</p> <p><b>It's Me 1,2,3</b> Small Steps - Find 1, 2 and 3 Subitise 1, 2 and 3 Represent 1, 2 and 3 1 more 1 less Composition of 1, 2 and 3</p>	<p><b>Circles and Triangles</b> Small Steps - Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position</p> <p><b>1, 2, 3, 4, 5</b> Small Steps - Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1-5</p> <p><b>Shapes with 4 Sides</b> Small Steps - Identify and name shapes with 4 sides 2 Combine shapes with 4 sides Shapes in the environment My day and night</p>	<p><b>Alive in 5</b> Small Steps - Introduce zero Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more 1 less Composition Conceptual subitising to 5</p> <p><b>Mass &amp; Capacity</b> Small Steps - Compare mass Find a balance Explore capacity Compare capacity</p> <p><b>Exploring 3-D Shapes</b> Small Steps - Recognise and name 3-D shapes Find 2-D shapes within 3-D shapes Use 3-D shapes for tasks 3-D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment</p>	<p><b>Growing 6, 7, 8</b> Small Steps - Find 6, 7 and 8 Represent 6, 7 and 8 1 more 1 less Composition of 6, 7 and 8 Make pairs – odd and even Double to 8 (find a double) Double to 8 (make a double)</p> <p><b>Building 9 and 10</b> Small Steps – Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 (2 parts)</p>	<p><b>To 20 and Beyond</b> Small Steps – Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns</p> <p><b>How many Now?</b> Small Steps – Add more How many did I add? Take away How many did I take away?</p> <p><b>Manipulate, Compose &amp; Decompose</b> Small Steps - Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2-D shape pictures Find 2-D shapes within 3-D shapes</p> <p><b>Sharing &amp; Grouping</b> Small Steps - Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles</p>	<p><b>Visualise, build and Map</b> Small Steps – Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping</p> <p><b>Make Connections</b> Small Steps – Deepen understanding Patterns and relationships</p> <p><b>Consolidation</b> <b>Early Learning Goal – Number</b> <b>Have a deep understanding of number to 10, including the composition of each number. Subitise 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.</b></p> <p><b>Early Learning Goal – Numerical Patterns</b> <b>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Verbally count beyond 20, recognising the pattern of the counting system.</b></p>
<p><b>Spirituality</b></p>	<p>Infinity and nothing; pattern and order; shape; truth, certainty and likelihood; the wonder of numbers.</p>					

	<p><b>Past and Present</b></p> <p>Who is in my 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. Read fictional stories about families and start to tell the difference between real and fiction. Ourselves – parts of the body. Role play – home setting. Their past and their life as a baby.</p>	<p><b>Past and Present</b></p> <p>Links to festivals: Bonfire night, Christmas.  Fire Fighter Visit - Discuss photos of firefighters in the past GFL.</p>	<p><b>Past and Present</b></p> <p>Can talk about what they have done with their families during Christmas in the past?  Show photos of how Christmas used to be celebrated in the past.  Famous Explorers  Christopher Columbus Neil Armstrong</p>	<p><b>Past and Present</b></p> <p>Looking at photos of trains past and present.  Discussing how they have changed. How do we know it’s an old photo?  Famous Explorers  Christopher Columbus Neil Armstrong</p>	<p><b>Past and Present</b></p> <p>Looking at photos of farm equipment past and present.  Discussing how they have changed. How do we know it’s an old photo?</p>	<p><b>Past and Present</b></p> <p>Exploring the seaside now and in the past.  <b>Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</b></p>
<p><b>Understanding the World</b></p>	<p><b>People, Culture and Communities</b> Describing their environment around them.  Can they locate their home on google maps?  Exploring what makes a family. The varying members of a family unit.</p>	<p><b>People, Culture and Communities</b> Links to festivals: Bonfire night Diwali Christmas  Role play – Christmas home scene.  Cultural Events –Bonfire Night, Remembrance Sunday, Christmas, Diwali.  How bread was made and cooked. Past and Present.</p>	<p><b>People, Culture and Communities</b> Chinese New Year – how is it celebrated? How is it different from New Year here? Celebrating our differences. Describing their local habitat and a contrasting country. What are the similarities and differences? Exploring Polar regions.  Use world maps to show children where some stories are based. Maps of Little Red Riding Hood’s journey through the wood. Draw information from a map and begin to understand why maps are so important. Developing maps of the outdoor area.</p>	<p><b>People, Culture and Communities</b> Developing maps of the outdoor area. Significant cultural events: Pancake Day Mother’s Day Easter</p>	<p><b>People, Culture and Communities</b> Maps of Little Red Hen’s farmyard.  Describing the farm environment and what the animals’ needs are.  Exploring the difference between life in our town to life on a farm.</p>	<p><b>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</b>  <b>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.</b>  <b>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.</b></p>
	<p><b>The Natural World</b></p> <p>Exploring the natural world around the outdoor area. (PE in Village Hall/Church Visit.)  Describing what they see, hear and feel outside.  Seasons – Autumn – differences and changes over time – weather, animals and plants</p>	<p><b>The Natural World</b></p> <p>Exploring light and dark. How can we see in the dark?  Nocturnal animals – making sense of habitats. Which animals are nocturnal?</p>	<p><b>The Natural World</b></p> <p>Seasons – Winter – differences and changes over time – weather, animals and plants.  Floating and Sinking Experiment  Non-fiction arctic environment and animals.  Comparing the Arctic to their local environment – small world role-play.  Exploring the natural world around the school:- Planting trees in Future Forest.</p>	<p><b>The Natural World</b></p> <p>Seasons – Spring – differences and changes over time – weather, animals and plants.  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.  Role-Play: Train / Office</p>	<p><b>The Natural World</b></p> <p>Care and concern for living things. Planting Sunflowers, tomatoes and other flowers.  Role-play: Farm Shop/Garden Centre. Observing minibeasts. Looking after caterpillars.</p>	<p><b>The Natural World</b></p> <p>Exploring the differences between land and water.  Introduce 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.  <b>Explore the natural world around them, making observations and drawing pictures of animals and plants.</b>  <b>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.</b>  <b>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</b></p>
<p><b>Spirituality</b></p>	<p>Wonder as the basis of science; questions of beginning, creation and evolution; birth, life, death and renewal; the universe and beyond; discovering the limits of experimentation; regularity and order in science; beliefs in science and the faith of scientists; the impact of scientific achievements.</p>					



Expressive Arts and Design	<p><b>Creating with Materials:</b> Self portraits Use of the continuous provision and how to use the paint and workshop areas. Autumn pictures. Mixing colours and exploring textures. Owls, Bats.</p>	<p><b>Creating with Materials:</b> Linking colours to festivals. Firework pictures. Rocket models. Listen to music and make their own dances in response. Christmas decorations, Christmas cards</p>	<p><b>Creating with Materials:</b> Winter pictures and scenes. Chinese New Year - lanterns. Spring Trees – Finger Painting</p>	<p><b>Creating with Materials:</b> Spring pictures. Mother’s Day Cards Easter Crafts - Making Cornflake Easter Nests Easter Cards</p>	<p><b>Creating with Materials:</b> Farm pictures Healthy Eating collages  Flower artwork Sunflowers Van Gogh Georgia O’Keeffe</p>	<p><b>Creating with Materials:</b> Summer pictures. Marine life pictures. Paper plate jellyfish. Making passports.  <b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</b></p>
	<p><b>Being Imaginative and Expressive:</b> Singing songs and learning some familiar songs – Harvest songs.  Role-play – home corner.  Small world play</p>	<p><b>Being Imaginative and Expressive:</b> Singing songs and learning some familiar songs – Christmas songs.  Performing the Nativity.  Role-play – home corner (enhanced with Christmas)</p>	<p><b>Being Imaginative and Expressive:</b> Singing songs and learning some familiar songs – Winter songs.  Role-play – Winter  Small world - arctic explorer.  Chinese New Year songs.</p>	<p><b>Being Imaginative and Expressive:</b> Singing songs and learning some familiar songs – Easter songs.  Role-play – Train  Small world – Train Track.</p>	<p><b>Being Imaginative and Expressive:</b> Singing songs and learning some familiar songs – ‘There’s a worm at the bottom of my garden.’ Spring songs.  Role-play – farm shop/garden centre.  Small world – Superworm.</p>	<p><b>Being Imaginative and Expressive:</b> Singing songs and learning some familiar songs – Seaside/Sea songs.  Role-play – under the sea.  <b>Invent, adapt and recount narratives and stories with peers and their teacher. 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.</b></p>
<b>Spirituality</b>	The work of creative artists from a variety of times and places; beauty, truth and goodness; expressing, interpreting and exploring deep feelings and profound beliefs; artistic creativity; the effects of the arts on emotions and senses; skill in creation and performance; personal response and preference.					
<b>Vision &amp; Values</b>  <b>Aspire Respect Community</b>	<p><b>Aspiration, Respect Community</b> We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p>	<p><b>Aspiration, Respect Community</b> Everyone is valued, all cultures are celebrated. We all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.</p>	<p><b>Aspiration, Respect Community</b> We all know that we have rules at school that we must respect and follow. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team.</p>	<p><b>Aspiration, Respect Community</b> We all have the right to have our own views. We are all respected as individuals. We feel safe to try new activities. We understand and celebrate that everyone is different.</p>	<p><b>Aspiration, Respect Community</b> We all have the right to be listened to. We respect everyone and we value different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p><b>Aspiration, Respect Community</b> Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
<b>Assessment</b>	National Reception Baseline Assessment (RBA) In-house - Insight data Little Wandle Phonic Assessment Parent/pupil meeting – settling in.	In-house - Insight data Speech Assessment – Wellcomm	In-house - Insight data Little Wandle Phonic Assessment	Little Wandle Phonic Assessment Pupil progress meetings	Little Wandle Phonic Assessment In-house moderation	In-house - Insight data Little Wandle Phonic Assessment End of year Report to parents.



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