

# Reception Long Term Plan 2022



'Believe you can'

## Characteristic of Effective Learning (CoEL)

### 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 & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

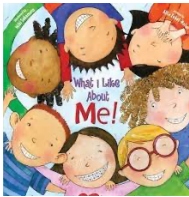
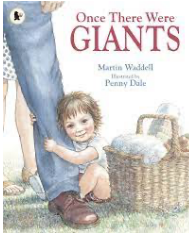
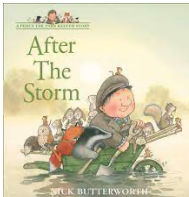
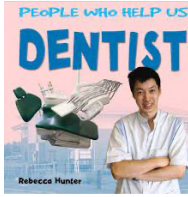
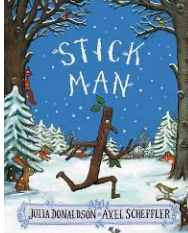
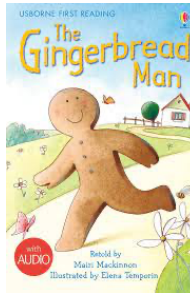
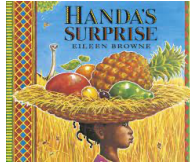
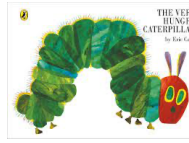
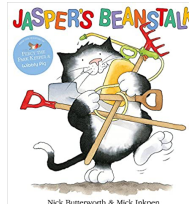
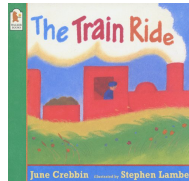

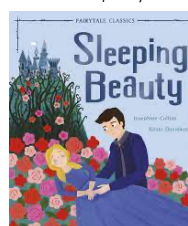


### Enabling environments

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 (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	All about me	People who help us in our locality	Ready Steady Cook	Animals and our planet	Transport	Famous local people and events
	Autumn	Winter	Where in the world does my family come from?	Spring (growth plants)	Space	Summer
Overview of lead Subjects	History	Geography	Science Chemistry (Material and changes)	Science: Biology (Growing)	Science: Physics/Forces	History
	Consider what makes us special. Make sense of their own life story and family's history	Think about the jobs people do to help them in and out of school	Compare cultures and food Investigate how materials can change and whether they can be restored	Begin to respect and care for the natural world. Explore animals' life cycles. Plant seeds and care for growing plants.	Explore the different ways we can travel over land, on water, through the air and into space. To understand some features of the Solar system	Compare and contrast famous people such as Samuel Crompton, Alan Turing, Ayaz Bhuta, Amir Khan, Jason Kenny, Paul Nicholls and Emmeline Pankhurst
	Nature/Science/Seasons	Nature/Science/Seasons	Geography	Nature/Science/Seasons	Design and Technology	Nature/Science/Seasons
	Understand the effect of changing seasons on the natural world around them	Understand the effect of changing seasons on the natural world around them	To compare our life to that of people who live in different countries	Understand the effect of changing seasons on the natural world around them	To use construction materials to construct a vehicle	Understand the effect of changing seasons on the natural world around them

<p><b>Key Texts</b></p> <p>These form the base of learning but not restricted to.</p> <p>Non fiction texts , poems and songs are embedded throughout the curriculum.</p>	<p>What I like about me By Allia Zobel Nolan</p>  <p>Once There Were Giants By Martin Waddell</p>  <p>After The Storm By Nick Butterworth</p> 	<p>Busy People: Fireman By Lucy M. George</p>  <p>People Who Help Us: Dentist By Rebecca Hunter</p>  <p>Stickman By Julia Donaldson</p> 	<p>Gingerbread Man By Mairi Mackinnon</p>  <p>Oliver's Vegetable By Vivian French</p>  <p>Handa's Surprise By Eileen Browne</p> 	<p>Giraffes Can't Dance By Giles Andreae</p>  <p>The Hungry Caterpillar By Eric Carle</p>  <p>Jasper's Beanstalk By Nick Butterworth</p> 	<p>The Train Ride By June Crebbin</p>  <p>Naughty Bus By Jan and Jerry Oke</p>  <p>Whatever Next By Jill Murphy</p> 	<p>Sleeping Beauty By Josephine Collins (linked to Samuel Crompton)</p>  <p>Little people, big dreams: Emmeline Pankhurst By Lisbeth Kaiser</p>  <p>Little people, big dreams: Alan Turing By Maria Isabel Sanchez Vegara</p> 
<p><b>Additional texts</b></p>	<p>Owl Babies By Martin Waddell</p> <p>The Great Big book of Families By Mary Hoffman</p>	<p>One Snowy Night By Nick Butterworth</p>	<p>Biscuit Bear By Mini Grey</p> <p>The Gruffalo By Julia Donaldson</p>	<p>Jack and the Beanstalk By Mara Alperin</p> <p>The Tiny Seed By Eric Carle</p> <p>One Springy Day By Nick Butterworth</p>	<p>Goodnight Spaceman By Michelle Robinson</p>	<p>Summer Days and Nights By Wong Herbert Yee</p> <p>The Night Before Summer Vacation By Natasha Wing</p> <p>Ice Cream Summer By Peter Sis</p>
<p><b>Wow Experiences</b></p>	<p>Autumn Sensory Walk</p>	<p>Visit from person who help us (Police/Fireman/Dentist/Doctor)</p>	<p>Food Tasting from different cultures</p> <p>Video calling an author - Mini Grey (author of Biscuit Bear)</p>	<p>B&amp;Q workshop</p> <p>Caterpillar hatching</p>	<p>Visit to train station</p>	<p>Beach visit</p> <p>Teddy Bear Picnic (Graduation)</p>
<p><b>Key Vocabulary</b></p>	<p>Family, mum, dad, brother, sister, aunty, uncle, cousin, grandma, grandad.</p> <p>Autumn, cooler, change, leaves, seasons, hibernation, harvest, celebrations.</p>	<p>Community, people, services, uniform, a dentist, a firefighter, a doctor, a police officer, a postal worker, a nurse, a teacher.</p> <p>Winter, colder, snow, ice, freeze, melt, frost, frozen,</p>	<p>Ingredients, weigh, pour, fry, toss, stir, mix, whisk, bake, liquid, dissolve, predict, fair test.</p> <p>Place, travel, live, country, town, city, village, abroad, land, sea, passport, suitcase.</p>	<p>Lifecycle, hatch, egg tooth, sack, duckling, frogspawn, tadpoles, froglet, frog, Egg, caterpillar, cocoon, butterfly.</p> <p>Grow, seed, plant, stem, leaves, shoots, roots, soil, nutrients, predict, fair test.</p> <p>Spring, daffodils, blossom, growth, shoot, bud, blossom, warmer.</p>	<p>Old, new, now, past, wheel, steering wheel, bonnet, transport, vehicle, car, boat, train, aeroplane, rocket, bus, tram, bicycle, bike, investigate, predict, float, sink.</p> <p>Space shuttle, astronaut, earth, planet, star, moon, rocket, solar system.</p>	<p>Famous, local, well known, Bolton, Manchester, Lancashire, North-west England,</p> <p>Summer, holidays, hot, beach, sea, shade.</p> <p>Aspirations, goals, new beginnings.</p>



Linked nursery rhymes/songs/poems	Heads Shoulders Knees and Toes	Miss Polly had a dolly	Pat-a-cake	There's a tiny caterpillar on a leaf	5 little men in a flying saucer	There was a princess long ago
	Finger Family	This is the way we brush our teeth	Hot cross buns	Here is the seed	Row, row, row your boat	Sing a song of sunshine
	All the leaves are falling down (tune of London bridge is falling down)	Little snowflake (tune of Frere Jacques)	Oranges and Lemons	I hear thunder	The wheels on the bus	Sea shells - James Berry
	If you're happy and you know it		Handa's Surprise number song	In and out the dusty bluebells		

## Personal, Social and Emotional Development

<b>Self-Regulation</b>  Key vocabulary: reflect, support, instruction, respect, expectations, values, partner, listen.  Feelings – worried, anxious, happy, joyful, excited, scared, frustrated, calm	Express their feelings and consider the feelings of others, regulate behaviour accordingly.  Give focused attention to what the teacher says	Identify and moderate their own feelings socially and emotionally.	Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly  Set and work towards simple goals	Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly  Set and work towards simple goals	Give focused attention to what the teacher says, responding appropriately even when engaged inactivity, and show an ability to follow instructions involving several ideas or actions
<b>Managing Self</b>  Key vocabulary: independent, persevere, hygiene, germs, wash, clean, healthy, safe, danger, unsafe, plaque, sugar, nutrients, energy, sleep.	See themselves as a valuable individual.  Can adapt behaviour to different events, social situations and changes in routine  Explain the reasons for rule  Know right from wrong and try to behave accordingly	Show resilience and perseverance in the face of challenge.  Be confident to try new activities  Manage own basic hygiene and personal needs.  Understand the importance of healthy food choices	Confident to try new activities,  Explain the reasons for rule  Know right from wrong and try to behave accordingly  Manage own basic hygiene and personal needs	Manage their own needs.  Confident to try new activities,  Explain the reasons for rules  Manage own basic hygiene and personal needs	Be confident to try new activities and show independence, resilience and perseverance in the faces of challenge
<b>Building Relationships</b>  Key vocabulary: kind, friendship, opinion, difference, love, sharing, taking turns, accept, co-operate, compromise, reflect, negotiate.	Build constructive and respectful relationships.  Work and play cooperatively and take turns with others	Form positive attachments to adults and friendships with peers		Think about the perspectives of others.	Show sensitivity to their own and to others' needs

NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year

## Physical Development

<b>Gross Motor Skills</b>  Key vocabulary: grip, glance, push, pull, drag, hold, core, run, jump, dance, hop, skip, climb, muscle, flexibility, strength.	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.  Develop confidence, competence, precision, and accuracy when	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good	Combine different movements with ease and fluency	Confidently and safely use a range of large and small apparatus indoors and outside and in a group.
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			engaging in activities that involve a ball.	sleep routine , being a safe pedestrian.		
PE passport unit:	<p><b>PE Passport - FMS - Elmer</b></p> <p><b>PE Passport - Fundamental Movement Skills</b></p> <p>To make a range of shapes on small body parts To travel in a range of ways and negotiate space successfully To underarm throw for distance To overarm throw for distance To catch with increasing accuracy To perform a range of gymnastic roll To move freely and with confidence when rolling To perform a range of gymnastic jumps To balance on one leg. To balance on a range of small body parts To climb with confidence under, over and through climbing equipment To jump for distance To land appropriately To hop on both feet To revise fundamental movement skills covered in the unit</p>	<p><b>PE Passport - FMS - Castles</b></p> <p><b>PE Passport - FMS - How to catch a star</b></p> <p>To jump for distance To land appropriately To hop on both feet To underarm throw for distance To overarm throw for distance To catch with increasing accuracy To climb with confidence under, over and through climbing equipment</p>	<p><b>PE Passport - FMS - Mini Beasts</b></p> <p><b>PE Passport - FMS -Superworm</b></p> <p>To throw under arm To practise throwing overarm To roll a ball To catch a large sponge ball To send a ball/ throwing equipment with increasing accuracy To jump and land appropriately To perform a variety of gymnastic rolls To climb up and down apparatus using alternate feet To climb under over and through climbing equipment To revise fundamental movement skills covered in the unit To balance on small and large body parts in the shape of a star To revise fundamental movement skills covered in the unit</p>	<p><b>PE Passport - FMS -Jack and the beanstalk</b></p> <p><b>PE Passport - FMS - The hungry caterpillar</b></p> <p>To perform the basic skill of jumping To travel in a variety of ways low to the ground To travel around space hopping and skipping To catch a large ball To travel under, over and through balancing and climbing equipment To pull themselves up on climbing equipment To use increasing control over an object by touching, pushing, patting, throwing, or catching To move with control and coordination To use a range of small and large equipment To jump and land appropriately To roll in a variety of ways To roll a ball accurately</p>	<p><b>PE Passport - FMS - Space</b></p> <p><b>PE Passport - FMS -Transport</b></p> <p>To travel in a variety of ways To adjust speed and direction to avoid obstacles To show increasing control over an object pushing it To perform a variety of gymnastic rolls To over arm throw for distance To climb play climbing equipment To revise fundamental movement skills covered in the unit</p>	<p><b>PE Passport - FMS - Rosie's Walk</b></p> <p><b>PE Passport - FMS - Seaside</b></p> <p>To jump and land appropriately To experiment with different ways of travelling; shuffling, running, jumping, skipping, sliding and hopping To climb under over and through climbing equipment To experiment with different ways of travelling on hands and feet To balance on small body parts To travel on hands and feet To show increasing control over an object pushing and patting it To perform a variety of gymnastic rolls To underarm throw with some accuracy To revise fundamental movement skills covered in the unit</p>
<p>Fine Motor</p> <p>Key vocabulary: grip, control, pressure, pencil grip, up, down, round, cut, safe, follow.</p>	<p>Develop fine motor skills- holding pencil correctly,using scissors to make a snip etc</p> <p>Begin to show preference for dominant hand</p> <p>Can copy some letters e.g letters from their name</p> <p>Begins to form recognisable letters</p>	<p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip</p> <p>Hold scissors correctly to cut along straight lines/zigzag lines</p> <p>Draw lines, circles and shapes to draw pictures</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control</p>	<p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</p> <p>Hold scissors correctly and cut along a curved line</p>	<p>Hold scissors correctly and cut out large shapes</p> <p>Write letters using the correct letter formation and control the size of letters</p> <p>Begin to show accuracy and care when drawing</p>	<p>Hold scissors correctly and cut out small shapes</p> <p>Develop the foundations of handwriting style which is fast, accurate and efficient.</p> <p>Paint using thinner paint brushes</p>	<p>Hold scissors correctly and cut various materials</p> <p>Write letters inline with policy</p> <p>Create drawings with details</p>
<p>Develop the overall body strength, coordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested Tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, coordination, and agility</p> <p>Key vocabulary: character, setting, problem, listening, polite</p>						

Key genres	<p><u>What I like about me</u> <b>Narrative:</b> Activities will be very communication based</p> <p><u>Once There Were Giants</u> <b>Narrative:</b> Talk about themselves as a baby and now as a child Write labels</p> <p><u>After The Storm</u> <b>Narrative:</b> Begin to identify rhyming words Continue a rhyming string</p>	<p><u>Busy People: Fireman</u> <b>Information Text</b> Identify and understand features of non fiction text Write simple sentences</p> <p><u>People Who Help Us: Dentist</u> <b>Procedure (Instructions):</b> Read and understand structures of instructions</p> <p><u>Stickman</u> <b>Narrative:</b> Story role play Sequence story Use adjectives Describe character, settings and events</p>	<p><u>Gingerbread Man</u> <b>Procedure (recipe):</b></p> <p><u>Oliver's Vegetable</u> <b>Narrative:</b> Understand story structure and different elements- characters, settings, events. Story maps Use adjectives Innovate the story Begin to use conjunctions</p> <p><u>Handa's Surprise</u> <b>Information Text:</b> Write facts based on countries Write postcards</p>	<p><u>Giraffes Can't Dance</u> <b>Narrative:</b> Sequence story Role play Describe character, settings and events</p> <p><u>The Hungry Caterpillar</u> <b>Explanation:</b> Write labels Sequencing events Describe life cycles Innovate the story</p> <p><u>Jasper's Beanstalk</u> <b>Procedure (instruction):</b> Write instructions for planting Begin to use conjunctions</p>	<p><u>Whatever Next</u> <b>Narrative:</b> Understand story structure and different elements- characters, settings, events. Story maps Innovate the story Use conjunctions</p> <p><u>The Train Ride</u> <b>Narrative:</b> Story sequencing Role play Describe character, settings and events</p> <p><u>Naughty Bus</u> <b>Narrative:</b> Story sequencing Role play Describe character, settings and events</p>	<p><u>Sleeping Beauty</u> <b>Narrative:</b> Understand story structure and different elements- characters, settings, events. Story maps Use conjunctions</p> <p><u>Little people, big dreams: Emmeline Pankhurst</u> <b>Recount:</b> Describe events Use adjectives Write a diary</p> <p><u>Little people, big dreams: Alan Turing</u> <b>Recount:</b> Transition to Yr 1 Write letters and postcards.</p> <p><u>Seaside Poems</u> <b>Poetry:</b> Innovate a seaside poem. Sentence structures</p>
Comprehension:	<p>Show an interest in stories</p> <p>Ask questions about the book</p> <p>Make comments and share their own ideas</p> <p>Develop play around favourite stories using props</p> <p>Join in with rhymes</p> <p>Understand they key concepts about print: -Know that print carries meaning -Know that print can have different purposes -We read English text from left to right and top to bottom -The names of the different parts of a book</p>	<p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Join in with repeated refrains and key phrases</p> <p>Identify; front cover, back cover, pages and spine</p> <p>Use the vocabulary of author and illustrator</p> <p>Act out key parts of the story and transfer this to imaginative play using expression and intonation</p>	<p>Use vocabulary and forms of speech that are increasingly influenced by their range of books</p> <p>Identify key vocabulary and discuss the meaning</p> <p>Retell parts of a story using story maps to prompt</p> <p>Begin making predictions about what will happen next</p> <p>Identify who the author and illustrator of the story are</p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>Make predictions using prior knowledge from stories</p> <p>Begin to answer a range of questions about what has been read</p> <p>Confidently identify the author, illustrator and begin to focus on the burb and discuss the genre</p> <p>Answer questions: is the book fiction or non fiction? Why?</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>Listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions and reactions</p> <p>Correctly sequence a story or event using pictures and/or captions.</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>Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary.</p> <p>Sort books into categories</p> <p>Independently retrieve information from what is read to them</p> <p>Answer questions using question stems</p>
Word Reading:	<p>Recognise some grapheme and phonemes (Set 1)</p> <p>Begin to be able to orally blend and segment some cvc words</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Read sentences containing red words and digraphs</p>	<p>Read sentences containing red words and digraphs matched to phonic knowledge</p> <p>Read books matched to phonics level</p>	<p>Read longer sentences containing red words and digraphs</p> <p>Read books matched to phonics level with increased accuracy and fluency</p>	<p>Read longer sentences containing red words and digraphs</p> <p>Read books matched to phonics level with increased accuracy and fluency</p>



Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  
Read books consistent with their phonic knowledge.

Phonics:	<p><b>Set 1 sounds: m a s d t i n p g o c k u b f e l</b></p> <p>Word time 1.1-1.3</p> <p>Can orally segment and blend CVC words</p> <p><b>End of week 4 assess and group</b></p> <p><b>Read Red Words:</b> l, the, you, your</p> <p><u>Sound blending books</u></p>	<p>Revisit previously taught set 1 sounds</p> <p><b>Set 1 sounds continued: h r j v y w z x</b></p> <p><b>Special Friends: sh th ch qu ng nk</b></p> <p>Word time 1.3-1.7</p> <p>Can blend CVC words</p> <p><b>Read Red Words:</b> l, the, you, your, said, was</p> <p><u>Sound blending/Ditty books</u></p>	<p>Revisit previously taught set 1 sounds</p> <p><b>Set 2 sounds: ay, ee, igh, ow (snow), oo (zoo), oo (look)</b></p> <p>Word time 1.5-1.6: Focus on special friends: sh th ch qu ng nk</p> <p>Can read all Set 1 words Can Fred Talk green words Can start to read Alien words from 1.6-1.7</p> <p><b>Read Red Words:</b> your, said, was, are, of, want</p> <p><u>Ditty books</u></p>	<p>Revisit set 2 sounds and special friends</p> <p><b>Set 2 sounds: ar, or, air, ir, ou, oy</b> <b>Red</b></p> <p>Revise blending and segmenting CVC words with digraphs/special friends (word time 1.6-1.7)</p> <p>Can read all Set 1 words Can read nonsense words from 1.6-1.7 Can recognise first 6 sounds in set 2 and Fred Talk green and alien words confidently</p> <p><b>Read Red words:</b> your, said, was, are, of, want</p> <p><u>Red books</u></p>	<p>Revisit set 2 sounds and special friends</p> <p><b>Set 3 sounds: ea, oi, a-e, i-e, o-e, u-e,</b></p> <p>Can recognise set 2 sounds and Fred Talk green and alien words confidently</p> <p><b>Read Red words:</b> said, was, are, of, want, they, to</p> <p><u>Green books</u></p>	<p>Revisit set 2 sounds and special friends</p> <p><b>Set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew</b></p> <p>Can recognise all set 1 and 2 sounds Can read set 2 green words using fred talk Can recognise first 6 set 3 sounds and fred talk real and alien words</p> <p><b>Read Red words:</b> are, of, want, they, to, he, me, she, be, no</p> <p><u>Green/Purple books</u></p>
Writing:	<p>Give meaning to marks they make.</p> <p>Correctly form the graphemes and say the phonemes to match for sounds taught in phonics</p> <p>Write initial sounds matched to phonics knowledge</p>	<p>Segment and write CVC words</p> <p>Write some short captions, labels and sentences with adult support</p>	<p>Write recognisable letters, most of which are correctly formed</p> <p>Segment and spell words when writing independently matched to phonics knowledge</p> <p>Begin to write sentences and build an awareness of capital letters, full stops and finger spaces when writing sentences</p>	<p>Write words that are phonetically plausible within sentences</p> <p>To continue to build an awareness of capital letters, full stops and finger spaces when writing sentences</p>	<p>Write sentences with increasing accuracy using phonics to identify sounds needed for writing</p> <p>Spell red words with increasing accuracy</p> <p>Begin to write for a given audience</p> <p>Consistently use capital letters, full stops, finger spaces and writing on the line</p> <p>Read back own writing</p>	<p><b>Emergent writing:</b> Write phrases and sentences that can be read by others</p> <p>Introduce narratives in their own writing and story maps</p> <p>Write red words with increasing accuracy matched to phonics knowledge</p>

## Mathematics



<p>Number</p> <p>Numerical Patterns</p> <p><i>White Rose Hub is used as a guide for sequencing with extra consolidation and number skills</i></p> <p><b>Key vocabulary:</b></p> <p>numeral, number, add, subtract, altogether, less, more, double, half, share, pair, group, difference, subitise, cardinal, accurate, estimate.</p> <p>Shape, 2D, 3D, flat, fat, round, straight, sides, corners, faces, edges</p>	<p>First 3 weeks: <b>Getting to know you</b></p> <p><b>Just like me!</b></p> <ul style="list-style-type: none"> <li>- match and sort, compare amounts.</li> <li>-compare size, mass &amp; capacity,</li> <li>exploring pattern</li> <li>- compare numbers</li> </ul> <p><b>It's me 1,2,3!</b></p> <ul style="list-style-type: none"> <li>-representing, comparing, composition of 1, 2, 3 (see previous half term)</li> </ul> <p><b>Light and Dark</b></p> <ul style="list-style-type: none"> <li>-represent numbers to 5</li> <li>- one more or less</li> <li>- shapes with 4 sides</li> <li>- time</li> </ul> <ul style="list-style-type: none"> <li>-Subitise</li> <li>-Automatically recall number bonds for numbers 0-3</li> <li>-Explore the composition of numbers to 5</li> <li>-Count objects, actions, and sounds</li> <li>-Link the number symbol (numeral) with its cardinal number value</li> <li>- Understand that 'one more than/one less than' relationship between consecutive numbers</li> <li>- Is increasingly able to order and sequence events using everyday language related to time</li> <li>-Compose and decompose shapes so that children can recognise a shape can have other shapes within it</li> </ul>	<p><b>It's me 1,2,3!</b></p> <ul style="list-style-type: none"> <li>-representing, comparing, composition of 1, 2, 3 (see previous half term)</li> </ul> <p><b>Light and Dark</b></p> <ul style="list-style-type: none"> <li>-represent numbers to 5</li> <li>- one more or less</li> <li>- shapes with 4 sides</li> <li>- time</li> </ul> <ul style="list-style-type: none"> <li>-Subitise</li> <li>-Automatically 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<li>-Subitise</li> <li>-Automatically recall number bonds for numbers 0-5</li> <li>-Explore the composition of numbers to 8</li> <li>-Link the number symbol (numeral) with its cardinal number value</li> <li>-Becomes familiar with measuring tools in everyday experiences and play</li> <li>- Compare length,weight and capacity</li> </ul>	<p><b>continued: Growing 6,7,8!</b></p> <p><b>Building 9 and 10</b></p> <ul style="list-style-type: none"> <li>-Comparing numbers to 10</li> <li>- Number bonds to 10</li> <li>-3D shape</li> <li>- Pattern</li> </ul> <ul style="list-style-type: none"> <li>-Have a deep understanding of numbers to 10, including the composition of each number</li> <li>-Automatically recall number bonds for numbers 0-5 (including subtraction facts) and some number bonds to 10, including double facts</li> <li>-Link the number symbol (numeral) with its cardinal number value</li> <li>- Understand that 'one more than/one less than' relationship between consecutive numbers</li> <li>-Compare quantities up to 10 in different contexts, recognising when one quantity is greater than/less than/same as the other quantity</li> <li>-Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul>	<p><b>To 20 and beyond</b></p> <ul style="list-style-type: none"> <li>-Building numbers beyond 10</li> <li>-Counting patterns beyond 10</li> <li>-Spatial reasoning, maths, rotate, manipulate</li> </ul> <ul style="list-style-type: none"> <li>-Subitise</li> <li>-Automatically recall number bonds for numbers to 10</li> <li>-Link the number symbol (numeral) with its cardinal number value</li> <li>- Understand that 'one more than/one less than' relationship between consecutive numbers</li> <li>- Verbally count beyond 20, recognising the pattern of the counting system</li> </ul> <p><b>First, then, now</b></p> <ul style="list-style-type: none"> <li>-Adding more, taking away</li> <li>-Spatial reasoning, compose and decompose</li> </ul> <ul style="list-style-type: none"> <li>-Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> <li>-Solve problems involving number</li> <li>-Give reasons for the answers and their thinking</li> </ul>	<p><b>Find my pattern</b></p> <ul style="list-style-type: none"> <li>-Doubling, sharing and grouping</li> <li>- Even and odd- spatial reasoning, visualise and build</li> </ul> <ul style="list-style-type: none"> <li>-Have a deep understanding of numbers to 10, including the composition of each number</li> <li>-Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> <li>-Solve problems involving number</li> <li>-Give reasons for the answers and their thinking</li> </ul> <p><b>On the move</b></p> <ul style="list-style-type: none"> <li>-Deepening understanding, patterns and relationships</li> <li>-Spatial reasoning, -mapping consolidation</li> </ul> <ul style="list-style-type: none"> <li>-Subitise</li> <li>-Have a deep understanding of numbers to 10, including the composition of each number</li> <li>-Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> <li>-Solve problems involving number</li> <li>-Give reasons for the answers and their thinking</li> </ul>
<p>Discreet Shape Space Measure taught through Maths Meetings. To include:</p> <p>To use and understand mathematical names for solid/3D shapes and flat/2D shapes. (Remember, a 'diamond' is not a shape!)</p> <p>Use positional language such as behind or next to.</p> <p>Order some items by height, weight or capacity.</p> <p>Create and recreate patterns.</p> <p>Use everyday language related to time.</p> <p>Use everyday language related to money</p>						

Understanding the World						
<p>Past and Present</p> <p><b>History</b></p> <p><b>Key vocabulary:</b></p> <p>past, present, future, today, similar, different, history, change, then, now, generations, transport, family, daily life, community, technology, people, place, parents, grandparents</p>	<p>Begin to make sense of their own life story and family's history</p>	<p>Talk about the lives of people around them and their roles in society.</p>	<p>Comment on images of familiar situations in the past.</p>	<p>Comment on images of familiar situations in the past.</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>Know some similarities and differences between the past and now.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>
<p>People, Culture and Communities</p> <p><b>Geography and RE</b></p> <p><b>Key vocabulary:</b></p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p>	<p>Understand that some places are special to members of their community.</p> <p>Show interest in different occupation</p>	<p>Describe immediate environments</p> <p>Explain similarities and differences between life in this country and life in other countries.</p>	<p>Continue developing positive attitudes about the differences between people.</p> <p>Draw information from a simple map.</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>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>

Respect, kindness, tolerance, acceptance, appreciate, same, different, community, culture, religion, diversity, tradition, reflect, disability, ethnicity, country, race, language			Draw information from a simple map.			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>The Natural World</p> <p><b>Science</b></p> <p>Key vocabulary:</p> <p>Seasons – Autumn, Winter, Spring, Summer, freeze, melt</p> <p>Life cycles/plants/animals - grow, develop, stem, roots, petals, pollen, pollinator, species, hibernate</p> <p>Weather, storm, rain, snow, hail, lightning, thunder.</p>	<p>Explore the natural world around them</p> <p>Understand important changes in the natural world inc seasons</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Know there are different countries in the world and talk about the differences they have experienced or seen in photos</p>	<p>Use all their senses in hands on exploration of natural material</p> <p>Understand the important processes and changes in the natural world around them, including seasons and changing states of matter (freezing)</p> <p>Explore and talk about different forces they can feel</p>	<p>Understand the important processes and changes in the natural world around them (melting)</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Know the 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>Plant seeds and care for growing plants</p> <p>Understand the key features of the life cycle of a plant and an animal</p> <p>Recognise some environments that are different to the one in which they live</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>Talk about what they see, using a wide range of vocabulary</p>	<p>Understand the important processes and changes in the natural world around them, including seasons and changing states of matter (heating and cooling)</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Understand the effects of the changing seasons on the natural world around them</p> <p>Talk about what they see, using a wide range of vocabulary.</p>

Understand the effect of changing seasons on the natural world around them  
Describe what they see, hear, and feel whilst outside.

## Computing, information technology and digital literacy

<p>Key vocabulary:</p> <p>type, draw, icon, app, image, text, voice record, resize</p>	<p><b>Word processing:</b></p> <p>Touch screen game and use iPad/keyboards/mouse.</p> <p><b>Presentations, web design and eBook Creation:</b></p> <p>Create a simple digital family collage.</p> <p>Move and resize images with my fingers or mouse.</p> <p><b>Video Creation:</b> To know the difference between a photograph and video. Record a short film using the camera of self reading- Read2Me</p> <p><b>Augmented Reality and Virtual Reality:</b> Scan a QR code for nursery rhymes and stories .</p>	<p><b>Word processing:</b></p> <p>Describe jobs done by people who help us by dictating short, clear sentences into iPad (Showbie)</p> <p><b>Photography and Digital Art:</b> Take a photograph of Seasonal changes/ shapes and upload into Showbie. Use mark up tool on Photos to explore the paint and brush tools</p>	<p><b>Photography and Digital Art:</b> Take a photograph of Church/Mosque. Use SketchesApp to explore the paint and brush tools to draw a place of worship. To use a paint app to draw favourite fruits</p> <p><b>Video Creation:</b> To create a video for brushing teeth</p> <p><b>Sound:</b> Record sounds with different resources Find ways to change voices to match characters (tube, fincan, shouting to create an echo) Record sounds/voices in storytelling</p>	<p><b>Presentations, web design and eBook Creation:</b></p> <p>Adding media (photo/video) to their butterfly diaries</p> <p>Record voice over a lifecycle picture.</p> <p><b>Augmented Reality and Virtual Reality:</b></p> <p>Explore a 360 image of butterfly using Hologo Use AR to explore story of Hungry Caterpillar Talk about AR objects in my class</p> <p><b>Video Creation:</b> To create a video planting a seed and add voice over to explain steps</p>	<p><b>Word processing:</b></p> <p>Create information pages for different vehicles by typing letters with increasing confidence using a keyboard</p> <p><b>Data Handling:</b> identify a chart.</p> <p>Take a survey of the type of transport that passes our school. Present simple data on an ipad. Tally chart and pictogram</p> <p><b>Animation:</b> Animate an animal to speak in role (Puppetpals/chatterpix) Create a simple animation to tell a story including more than one character.</p> <p><b>Sound:</b></p> <p>Record sounds/voices in story telling and explanations</p>	<p><b>Presentations and eBook Creation:</b></p> <p>Create a simple digital collage on jobs and people who help. Move and resize images with my fingers or mouse.</p> <p><b>Photography and Digital Art:</b> Use ipad to create artwork in the style of Kandinsky on SketchesApp</p>
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## Digital Literacy and E-Safety - Continuous

Self Image and Identity:

<ul style="list-style-type: none"> <li>Recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset.</li> <li>Explain how this could be either in real life or online.</li> </ul>
Online Relationships <ul style="list-style-type: none"> <li>Recognise some ways in which the internet can be used to • communicate.</li> <li>Give examples of how I (might) use technology to communicate with people I know.</li> </ul>
Online Reputation <ul style="list-style-type: none"> <li>Identify ways that I can put information on the internet.</li> </ul>
Online Bullying <ul style="list-style-type: none"> <li>Describe ways that some people can be unkind online</li> <li>Offer examples of how this can make others feel.</li> </ul>
Managing Online Information <ul style="list-style-type: none"> <li>Talk about how I can use the internet to find things out.</li> <li>Identify devices I could use to access information on the internet.</li> <li>Give simple examples of how to find information (e.g. search engine, voice activated searching).</li> </ul>
Health, Well-being and lifestyle <ul style="list-style-type: none"> <li>Identify rules that help keep us safe and healthy in and beyond the home when using technology.</li> <li>Give some simple examples.</li> </ul>
Privacy and Security <ul style="list-style-type: none"> <li>Identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</li> <li>Describe the people I can trust and can share this with; I can explain why I can trust them.</li> </ul>
Copyrights and ownership <ul style="list-style-type: none"> <li>Know that work I create belongs to me.</li> <li>Name my work so that others know it belongs to me.</li> </ul>

Recognise that a range of technology is used in places such as homes and schools.

Select and use technology for particular purposes.

### Computational Thinking

Key vocabulary: pattern, step by step, task	Follow simple oral algorithms (linked to Autumn Leaves patterns)	Spot simple patterns (linked to seasons)	Sequence simple familiar tasks (dental hygiene)	Follow simple oral algorithms to plant a seed		Input a simple sequence of commands to control a Bee Bot linked to Alan Turing
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### Coding and Programming

Key vocabulary: sequence, forward, backwards, go, stop,	Use a touch screen to target and select options on screen (Using Showbie)	Give a simple sequence of commands verbally Linked to fire safety	Give commands/instructions e.g. forward, backwards, go, stop, when using simple software/hardware  Input a simple sequence of commands to control a Bee Bot to collect healthy food items	Give a simple sequence of commands linked to growing	input a simple sequence of commands to control a Bee Bot on a journey	Give commands/instructions e.g. forward, backwards, go, stop, when using simple software/hardware
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### Expressive Arts and Design

<p>Creating with Materials</p> <p><b>Art and DT</b></p> <p>Key vocabulary:</p> <p>Stack, balance, stable, secure, structure.</p> <p>Flexible, rigid</p> <p>Darker, lighter, shade, primary colour, secondary colour,</p> <p>Spiral, wave, straight, curved, zigzag.</p> <p>build, block, stick, stack, space, balance, model, fold, bend, fasten.</p>	<p>Safely use and explore a variety of material tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Show different emotions in their drawings.</p>	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects</p>	<p>Explore colour and colour mixing</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p>	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Explain the process used.</p>	<p>Make use of props and materials when role playing characters in narratives and stories (space/transport)</p> <p>Use drawing to represent ideas like movement or loud noises.</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>
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British Values ASSEMBLIES/ PSHE /CIRCLE TIMES					
<b>Mutual respect</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.	<b>Mutual Tolerance</b> Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	<b>Rule of law</b> We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	<b>Individual liberty</b> We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different	<b>Democracy</b> We all have the right to be listened to. We respect everyone and we value their 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.	<b>Recap all British Values</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

Early Learning Goals End of Year Expectations - Holistic / Best Fit Judgement						
Communication and Language	Personal, Social and Emotional development	Physical Development	Literacy	Maths	Understanding the world	Expressive Arts and Design

<p><b><u>ELG: Listening, Attention and Understanding</u></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 Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b><u>ELG: Speaking</u></b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p><b><u>ELG: Self-Regulation</u></b> 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.</p> <p><b><u>ELG: Managing Self</u></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. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b><u>ELG: Building Relationships</u></b> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>	<p><b><u>ELG: Gross Motor Skills</u></b> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b><u>ELG: Fine Motor Skills</u></b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p><b><u>ELG: Comprehension</u></b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b><u>ELG: Word Reading</u></b> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b><u>ELG: Writing</u></b> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>	<p><b><u>ELG: Number</u></b> Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b><u>ELG: Numerical Patterns</u></b> 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. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><b><u>ELG: Past and Present</u></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.</p> <p><b><u>ELG: People, Culture and Communities</u></b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b><u>ELG: The Natural World</u></b> Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b><u>ELG: Creating with Materials</u></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.</p> <p><b><u>ELG: Being Imaginative and Expressive</u></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.</p>
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