

Acorn EYFS Reception LTP 24-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All about me	Castles and Knights	Toy Museum	Wild Animals	Fire, Fire!	Commotion in the Ocean
<b>Key Text</b> Possible Further Texts	<b>Funnybones by Allan Ahlberg</b> All Kinds of People by Emma Damon You Choose by Pippa Goodhart and Nick Sharratt Children of the World by Nicola Edwards and Andrea Stegmaier What Makes me a me? by Ben Faulks	<b>Rapunzel by Tamsin Hinrichsen</b> Jack and the Beanstalk by Ed Bryan The Princess and the Wizard by Julia Donaldson The Knight Who Wouldn't Fight by Helen Docherty See Inside Castles by Katie Daynes	<b>Lost in the Toy Museum by David Lucas</b> Toys in Space by Mini Grey Old Bear by Jane Hissey Harry and the Bucketful of Dinosaurs by Ian Whybrow	<b>The Lion Inside – Rachel Bright</b> Rumble in the Jungle by Giles Andreae The Koala Who Could by Rachel Bright The Journey Home by Frann Preston-Gannon Giraffes Can't Dance by Giles Andreae Handa's Surprise by Eileen Browne	<b>Toby and the Great Fire of London – Margaret Nash and Jane Cope</b> This Book is on Fire! By Ron Keres I'm the Fire Engine Driver by Oxford Children's Books	<b>Sharing a Shell – Julia Donaldson</b> Snail and the Whale by Julia Donaldson Storm Whale by Benji Davies The Rainbow Fish by Marcus Pfister Commotion in the Ocean by Giles Andreae
Extra enhancements, learning opportunities and special days	Harvest Festival Halloween Grandparent's Afternoon Forest School National Poetry Day Stay and Read Session	Autumn Walk Diwali Day Bonfire Night Nativity Christmas Festivities Whole School Art Exhibition Remembrance Day	Chinese New Year Shrove Tuesday Valentine's Day Visit from Grandparent (toys) Stay and Read Session Internet Safety Day	World Book Day Local Area/Spring Walk Mothers' Day Easter Festivities Whole School Art Exhibition Class Trip Class Caterpillars	Firefighter Visit EYFS – Splat Farm Visit Stay and Read Session Eid celebrations	Father's Day Whole School Art Exhibition Whole School Trip Summer Fair End of Year Summer Show Sports Day Whole School Art Exhibition
Characteristics of Effective Learning	<p><b>Playing and exploring:</b> -Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> -Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence.</p> <p><b>Creating and thinking critically:</b> -Children 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.</p>					
Over Arching Principles	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone –embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates. We must be aware of children who need greater support than others.</p>					

<p>Communication and Language</p>	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>
<p>Daily story time</p> <p>Snack time chats</p> <p>Small group discussions</p>	<p>Settling in and getting to know you circle time activities and snack time chats</p> <p>Making friends and promoting friendly conversational phrases</p> <p>Children talking about experiences that are familiar to them</p> <p>Rhyming and alliteration games using nursery rhymes and counting songs</p> <p>Familiar print such as names</p> <p>Sharing facts about me and my family</p> <p>Shared favourite stories</p> <p>All about me activities with opportunities to talk about favourite things</p> <p>Model talk routines and social phrases Throughout the day. For example, arriving in school: “Good morning, how are you?”</p>	<p>Develop vocabulary through everyday conversations with adults and peers</p> <p>Tell me a story – retelling favourite and familiar stories using story language</p> <p>Listening and responding to stories during literacy/topic and story times</p> <p>Following instructions relating to daily routines – getting ready for lunch, hanging up coat etc</p> <p>Encourage children to take part during class discussion</p> <p>Understand how to listen carefully and why listening is important – reminders and visual cues</p> <p>Use new vocabulary taught Throughout the day through topic and adult led activities</p> <p>Choose books that will develop their vocabulary relating to topic (see topic suggested texts)</p> <p>Preparation for Nativity play – speaking parts</p>	<p>Using language well, building on from modelling by adults and peers in school</p> <p>Encouraging how and why questions through provision enhancements relating to topic and children’s interests</p> <p>Retell a story with story language during story sharing activities using puppets, small world and props</p> <p>Encouraging story invention in small world and role play</p> <p>Ask questions to find out more and to check they understand what has been said to them during adult led activities</p> <p>Describe events in some detail – talking about their day and their favourite activities</p> <p>Learn rhymes, poems and songs</p>	<p>Describe events in detail beginning to use time connectives (relating to Literacy/topics) and provision activities</p> <p>Retell a story with story language in more detail during story sharing</p> <p>Understand how to listen carefully and why listening is important (PSHE and circle time)</p> <p>Use picture cue cards to talk about objects and artifacts “What colour is it? Where would you find it? in relation to topic or helping around the classroom</p> <p>Encourage use of topic related vocabulary during play activities, model, practise and rehearse using these (e.g. caterpillar, chrysalis, metamorphosis)</p> <p>Sustained focus when listening to a story – longer and more interactive story times</p>	<p>Weekend news and snack time discussion with peers</p> <p>Longer and more interactive story times and targeted questioning during literacy activities</p> <p>Encourage children to participate in celebration assembly, recognising their achievements and supporting them to <i>explain these to an audience</i> (these can be from school activities or outside school)</p> <p>Performances of rhymes, poems and songs – what makes a good performance?</p> <p>Story time within topic to promote use of vocabulary, mirrored within provision and play activities</p> <p>Learning and retelling stories using story maps and props</p>	<p>Longer and more interactive story times and targeted questioning during literacy activities</p> <p>Meaningful and extended play interactions with peers and adults in and out of the classroom</p> <p>Questioning to develop use of topic-based vocabulary</p> <p>Weekend news and activity recounts, modelling structure and detail needed when retelling events</p> <p>School trip recounts between peers and more structured presentations</p> <p>End of year performances of rhymes, poems, songs</p>

Personal Social and Emotional Development	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE Themes	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing me
Managing Self Self-Regulation Building Relationships	<p>Being me and all about me activities</p> <p>Seeing themselves as a valuable individual</p> <p>My World – children express who they are, where they live, who and what is important to them</p> <p>Support children to make new relationships in the wider school and classroom</p> <p>Helping others to feel welcome</p> <p>Children will be introduced to new children and staff in school</p> <p>Thinking about everyone's right to learn</p> <p>Caring about others' feelings</p> <p>Choosing to follow class rules and routines</p>	<p>Maintaining good relationships with peers</p> <p>Recognising differences amongst themselves and their peers</p> <p>Including others when working and playing</p> <p>Knowing how to help if someone is being bullied</p> <p>Trying to solve problems</p> <p>Using kind words</p> <p>Giving and receiving compliments</p> <p>Staying safe in the local area (Autumn Walk)</p>	<p>Staying motivated when doing something challenging</p> <p>Keeping trying when something is difficult</p> <p>Working well with partners and groups</p> <p>Having a positive attitude</p> <p>Helping others to achieve goals</p> <p>Working hard to achieve their own goals and dreams</p> <p><i>Internet safety Day</i> <i>Promotion of screen-free activities</i> <i>Who to talk to if they need help</i> <i>Ways in which children can be respectful online</i> <i>Rules to follow when using devices and screens</i></p>	<p>Making healthy choices</p> <p>Being physically active</p> <p>Keeping themselves and others safe</p> <p>Knowing how to be a good friend and enjoying healthy relationships</p> <p>Knowing how to keep calm and deal with difficult situations</p> <p>Staying safe in the local area (Spring Walk)</p>	<p>Know how to make friends</p> <p>Solving friendship problems when they occur</p> <p>Helping others to feel part of a group</p> <p>Showing respect in how they treat others</p> <p>Know how to help themselves and others when they feel upset and hurt</p> <p>Know and show what makes a good relationship</p>	<p>Winning and losing – children will learn how to participate in team games in preparation for Sports Day and the importance of good sportsmanship and cheering on their teammates (Sports Day)</p> <p>Understand that everyone is unique and special</p> <p>Express how they feel when change happens</p> <p>Understand and respect the changes that they see in themselves and other people</p> <p>Know who to ask for help if they are worried about change</p> <p>Looking forward to change</p>

<b>Physical Development</b>	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
<b>Fine Motor</b>  Children take part in morning fine motor activities depending on their stage of development, these range from placing objects & tweezing to letter formation and name writing	<b>Autumn 1</b>  Threading, cutting, playdough, focus fine motor activities.  Manipulate objects with good fine motor skills  Draw lines and circles using gross motor movements  Hold pencil/paint brush beyond whole hand grasp Pencil Grip	<b>Autumn 2</b>  Threading, cutting, playdough, focus fine motor activities.  Develop muscle tone to put pencil pressure on paper  Use tools to effect changes to materials  Show preference for dominant hand  Engage children in structured activities: guide them in what to draw, write or copy.  Teach and model correct letter formation.	<b>Spring 1</b>  Threading, cutting, playdough, focus fine motor activities.  Begin to form letters correctly  Handle tools, objects, construction and malleable materials with increasing control  Encourage children to draw freely.  Holding Small Items / Button Clothing / Cutting with Scissors	<b>Spring 2</b>  Threading, cutting, playdough, focus fine motor activities.  Hold pencil effectively with comfortable grip, encourage children to practise forming recognisable letters during handwriting activities  Pattern tracing and anti-clockwise drawing practice	<b>Summer 1</b>  Threading, cutting, playdough, focus fine motor activities.  Develop pencil grip and letter formation  Use one hand consistently for fine motor tasks  Cut along a straight line with scissors  Start to cut along a curved line, like a circle with scissors	<b>Summer 2</b>  Threading, cutting, playdough, focus fine motor activities.  Form letters correctly  Copy 2D shapes  Begin to draw diagonal lines, like in a triangle  Start to colour inside the lines of a picture  Start to draw pictures that are recognisable  Build things with smaller linking blocks, such as Duplo or Lego
<b>Gross Motor</b>  Children have access to the outdoor area, garden and playground where they take part in chasing games, ball games, bikes, scooters, climbing equipment, large scale water, large scale mark making	Help individual children to develop good personal hygiene. <i>Provide regular reminders about thorough handwashing and toileting. Acknowledge and praise their efforts</i>					
	<i>Me and myself:</i> Ability to dress themselves with support if necessary. Moves freely and with pleasure and confidence in a range of skilful ways. Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.  <i>Forest School</i>	Changing for PE  <i>Movement and Development:</i> Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. Moves freely and with pleasure and confidence in a range of skilful ways. Travels with confidence and skill in a range of movements when using equipment.  <i>Dance:</i> Explore different movements – keeping good balance and coordination. Listen to the music and move in time with it. Work well with a partner, copying and mirroring movements.	Changing for PE  <i>Throwing and Catching:</i> Showing increased control when catching a ball. Shows increasing control over an object, pushing, passing, throwing, catching, or kicking it. Moves freely and with pleasure and confidence in a range of skilful ways.	Changing for PE  <i>Dance:</i> Explore different movements – keeping good balance and coordination. Listen to the music and move in time with it. Work well with a partner, copying and mirroring movements.	Changing for PE  <i>Fun and Games:</i> Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. Moves freely and with pleasure and confidence in a range of skilful ways.  <i>Forest School</i>	Changing for PE  Sports Day  <i>Fitness:</i> Improve speed, agility, balance, coordination, strength and physical fitness Develop the jumping technique safely. Solve challenges whilst on the move. Demonstrate the correct jumping and landing techniques. Work individually and cooperatively to perform a range of balances.

Literacy	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy Themes	Fiction: Story retelling and sequencing Non-Fiction: Labels, Lists and Signs Poetry: Autumn/Harvest Poems	Fiction: Story retelling and sequencing Non-Fiction: Castles Texts Poetry: Nursery Rhymes	Fiction: Story retelling and sequencing, Story Characters Non-Fiction: Instructions Poetry: Traditional Poems	Fiction: Story retelling and sequencing, Story Characters Non-fiction: Animal Texts Poetry: Animal Poems	Fiction: Story retelling and sequencing, story predictions Non-Fiction: Historical Recount Poetry: Visual Poems	Fiction: Story retelling and sequencing, creating own stories Non-Fiction: Letters Poetry: Acrostic Poems
Key Texts	<b>Funnybones by Allan Ahlberg</b> All Kinds of People by Emma Damon You Choose by Pippa Goodhart and Nick Sharratt Children of the World by Nicola Edwards and Andrea Stegmaier What Makes me a me? by Ben Faulks	<b>Rapunzel by Tamsin Hinrichsen</b> Jack and the Beanstalk by Ed Bryan The Princess and the Wizard by Julia Donaldson The Knight Who Wouldn't Fight by Helen Docherty See Inside Castles by Katie Daynes	<b>Lost in the Toy Museum by David Lucas</b> Toys in Space by Mini Grey Old Bear by Jane Hissey Harry and the Bucketful of Dinosaurs by Ian Whybrow	<b>The Lion Inside – Rachel Bright</b> Rumble in the Jungle by Giles Andreae The Koala Who Could by Rachel Bright The Journey Home by Frann Preston-Gannon Giraffes Can't Dance by Giles Andreae Handa's Surprise by Eileen Browne	<b>Toby and the Great Fire of London – Margaret Nash and Jane Cope</b> This Book is on Fire! By Ron Keres I'm the Fire Engine Driver by Oxford Children's Books	<b>Sharing a Shell – Julia Donaldson</b> Snail and the Whale by Julia Donaldson Storm Whale by Benji Davies The Rainbow Fish by Marcus Pfister Commotion in the Ocean by Giles Andreae
Comprehension  Children receive 1 decodable book to take home per and a library book of free choice for families to share at home	Joining in with rhymes and showing an interest in stories with repeated refrains.  Looking for environmental print  Having a favourite story/rhyme  Understand the key concepts of print: -print has meaning -print can have different purposes -we read English text from left to right and from top to bottom	Retell stories related to events through acting/role play.  Christmas letters/lists  Retelling stories using images / apps.  Using actions to retell stories  Using simple story Maps. <i>Editing of story maps and orally retelling new stories.</i>	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 common exception words matched to phonics.  Make books available for children to share at school and at home -	Stories from other cultures and traditions  Information leaflets about wild animals  Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  World Book Day  Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books	Retell a story with actions and / or picture prompts as part of a group -Use story language when acting out a narrative.  Can explain the main events of a story -Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.  Beginning to understand that a non-fiction is not a story, it gives information instead. Fiction means story.	Can draw pictures of characters/ event / setting in a story  Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.  Make predictions  Beginning to understand that a non-fiction is not a story, it gives information instead. Fiction means story.

	<p>-the names of the different parts of a book</p> <p>Sequencing familiar stories through the use of pictures to tell the story.</p> <p>Beginning to recognise initial sounds.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Sequencing stories –use vocabulary of beginning, middle and end.</p> <p>Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.</p> <p>Enjoys an increasing range of books (including non-fiction)</p>	<p>Enjoys an increasing range of books (including non-fiction)</p>	<p>They develop their own narratives and explanations by connecting ideas or events</p>	<p>Begin to identify and use rhyming words.</p>	<p>Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>Sort books into categories.</p>
<p>Word Reading</p> <p>Children will work in different groups for phonics at the pace of the individual children, revisiting GPCs as necessary</p> <p>Opportunities to revisit will be frequent throughout the year</p> <p>Children read to an adult in school at least 2x week (in groups or one to one)</p>	<p><b>Phonics</b> - Essential Letters and Sounds: Phase 2/3</p> <p><b>Reading:</b> Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall.</p> <p>Help children to read the sounds speedily. This will make sound-blending easier</p> <p>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p> <p>Blending and segmenting</p>	<p><b>Phonics</b> - Essential Letters and Sounds: Phase 3/4</p> <p><b>Reading:</b> Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right.</p> <p>Spotting diagraphs in words.</p> <p>Show children how to touch each finger as they say each sound.</p> <p>For 'Harder to Read and Spell Words' such as 'the' and 'said', help children identify the sound that is tricky to spell.</p> <p>Blending and segmenting</p>	<p><b>Phonics</b> - Essential Letters and Sounds: Phase 3/4</p> <p><b>Reading:</b> Rhyming strings, common theme in traditional tales, identifying characters and settings.</p> <p>Further developing sight recognition of 'Harder to Read and Spell Words'</p> <p>Blending and segmenting</p>	<p><b>Phonics</b> - Essential Letters and Sounds: Phase 4/5 intro</p> <p><b>Reading:</b> Story structure- beginning, middle, end.</p> <p>Innovating and retelling stories to an audience</p> <p>Exploring non-fiction books.</p> <p>Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</p> <p>Further developing sight recognition of 'Harder to Read and Spell Words'</p> <p>Blending and segmenting</p>	<p><b>Phonics</b> - Essential Letters and Sounds: Phase 4/5 intro</p> <p><b>Reading:</b> Words with adjacent consonants (CVCC, CCVC)</p> <p><b>Phonics</b> - Essential Letters and Sounds: Phase 2/3</p> <p>Exploring non-fiction texts</p> <p>Internal blending</p> <p>Naming letters of the alphabet.</p> <p>Distinguishing capital letters and lower case letters.</p> <p>Skills: Blending and segmenting</p> <p>Confidently recognising 'Harder to Read and Spell Words' to help with fluency</p>	<p><b>Reading:</b> Words with adjacent consonants (CVCC, CCVC)</p> <p>Reading simple sentences with fluency.</p> <p>Reading CVCC and CCVC words confidently.</p> <p>Blending and segmenting</p> <p>Confidently recognising 'Harder to Read and Spell Words' to help with fluency</p>
<p>Writing</p> <p>Writing practised during a variety of phonics,</p>	<p>Writing opportunities and supported writing activities: Name writing, sign writing, list writing</p>	<p>Writing opportunities and supported writing activities: Initial sounds, CVC words using taught GPCs</p>	<p>Writing opportunities and supported writing activities: CVC words / simple sentence writing</p>	<p>Writing opportunities and supported writing activities: CVC/ CCVC/CVCC words, simple sentence writing</p>	<p>Writing opportunities and supported writing activities: CVC/ CCVC/CVCC words, simple sentence writing</p>	<p>Writing opportunities and supported writing activities: CCVC/CVCC simple sentence writing using</p>

<p>literacy and topic activities</p> <p>Children are encouraged to write phonetically using sound mats of the GPCs they have learned</p>	<p>Using a dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</p> <p>Writing initial sounds and simple captions.</p> <p>Use initial sounds to label characters / images.</p> <p>Silly soup game.</p> <p>Writing name labels – initial sound of name</p>	<p>Name writing</p> <p>Labelling using initial sounds</p> <p>Story scribing</p> <p>Retelling stories in writing area</p> <p>Sequence stories</p> <p>Orally speak a sentence</p> <p>Using CVC words to label pictures/diagrams</p>	<p>using taught 'Harder to Read and Spell Words'</p> <p>Name writing</p> <p>Writing 'Harder to Read and Spell Words'.</p> <p>Writing CVC Words</p> <p>Labels using CVC words</p> <p>Guided writing based around developing short sentences in a meaningful context (dictation)</p> <p>Create story maps and encourage free writing in provision</p>	<p>using taught 'Harder to Read and Spell Words'</p> <p>Name writing</p> <p>Speech bubbles, captions for pictures, lists of fruit, feelings and emotions</p> <p>Creating own story maps</p> <p>Writing captions and Labels</p> <p>Writing 2 (or more) simple sentences.</p> <p>Beginning to use finger spaces.</p> <p>Writing short sentences to accompany story maps.</p> <p>Sequencing stories</p> <p>Character descriptions.</p>	<p>using taught 'Harder to Read and Spell Words'</p> <p>Writing for a purpose in role play using (recipes, shopping lists etc)</p> <p>Making phonetically plausible attempts at words</p> <p>Story planning</p> <p>Developing the use of finger spaces .</p> <p>Use a full stop to end a sentence.</p> <p>Form lower case and capital letters correctly.</p> <p>Rhyming words.</p>	<p>taught 'Harder to Read and Spell Words'</p> <p>Story planning and writing</p> <p>Writing sentences using a range of 'Harder to Read and Spell Words' that are spelt correctly.</p> <p>Using full stops, capital letters and finger spaces.</p> <p>Innovation of familiar texts using familiar texts as a model for writing own stories.</p> <p>Character and setting descriptions</p>
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**Maths**

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding such as using manipulatives, including small pebbles and tens frames for organising counting children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Baseline (1 week)</b> Getting to Know You</p> <p><b>Match, Sort and Compare (2 weeks)</b></p> <ul style="list-style-type: none"> <li>- match pictures and objects</li> <li>- Identify a set</li> <li>- Sort objects to a type</li> <li>- Explore sorting techniques</li> <li>- Create sorting rules</li> <li>- Compare amounts</li> </ul> <p><b>Talk about Measure and Patterns (2 weeks)</b></p> <ul style="list-style-type: none"> <li>- Compare size, mass and capacity</li> <li>- Explore simple patterns</li> <li>- Copy and continue simple patterns</li> <li>- Create simple patterns</li> </ul> <p><b>It's Me 1, 2, 3 (2 weeks)</b></p> <ul style="list-style-type: none"> <li>- Find, subitise and represent 1, 2, 3</li> <li>- 1 more and 1 less</li> <li>- Composition of 1, 2, 3</li> </ul> <p><b>Consolidation</b></p>	<p><b>Circles and Triangles (1 week)</b></p> <ul style="list-style-type: none"> <li>- Identify, name and compare circles and triangles</li> <li>- Shapes in the environment</li> <li>- Describe position</li> </ul> <p><b>1, 2, 3, 4, 5 (2 weeks)</b></p> <ul style="list-style-type: none"> <li>- Find, subitise and represent 4 and 5</li> <li>- 1 more and 1 less</li> <li>- Composition of 1-5</li> </ul> <p><b>Shapes with 4 Sides (1 week)</b></p> <ul style="list-style-type: none"> <li>- Identify and name shapes with 4 sides</li> <li>- Combine shapes with 4 sides</li> <li>- Shapes in the environment</li> <li>- My day and night</li> </ul> <p><b>Alive in Five (2 weeks)</b></p> <ul style="list-style-type: none"> <li>- Introduce zero</li> <li>- Find, subitise and represent 0 to 5</li> <li>- 1 more and 1 less</li> <li>- Composition</li> <li>- Conceptual subitizing to 5</li> </ul> <p><b>Consolidation</b></p>	<p><b>Mass and Capacity (1 week)</b></p> <ul style="list-style-type: none"> <li>- Compare mass</li> <li>- Find a balance</li> <li>- Explore capacity</li> <li>- Compare capacity</li> </ul> <p><b>Growing 6, 7, 8 (2 weeks)</b></p> <ul style="list-style-type: none"> <li>- Find and represent 6, 7 and 9</li> <li>- 1 more and 1 less</li> <li>- Composition of 6, 7 and 8</li> <li>- Make pairs, odd and even</li> <li>- Find and make doubles to 8</li> <li>- Combine 2 groups</li> <li>- Conceptual subitising</li> </ul> <p><b>Length, Height and Time (2 weeks)</b></p> <ul style="list-style-type: none"> <li>- Explore and compare length and height</li> <li>- Talk about time</li> </ul> <p>Order and sequence time</p>	<p><b>Building 9 and 10 (3 weeks)</b></p> <ul style="list-style-type: none"> <li>- Find, compare and represent 9 and 10</li> <li>- Conceptual subitising to 10</li> <li>- 1 more and 1 less</li> <li>- Composition and bonds to 10</li> <li>- Make arrangements to 10</li> <li>- Find and make doubles to 10</li> <li>- Explore odd and even</li> </ul> <p><b>Explore 3-D Shapes (2 weeks)</b></p> <ul style="list-style-type: none"> <li>- Recognise and name 3D shapes</li> <li>- Find 2D shapes within 3D shapes</li> <li>- Use 3D shapes for tasks</li> <li>- 3D shapes in the environment</li> <li>- Identify more complex patterns</li> <li>- Copy and continue patterns</li> </ul> <p>Patterns in the environment</p>	<p><b>To 20 and Beyond (2 weeks)</b></p> <ul style="list-style-type: none"> <li>- Build numbers beyond 10</li> <li>- Continue patterns beyond 10</li> <li>- Verbal counting beyond 20</li> <li>- Verbal counting patterns</li> </ul> <p><b>How many now? (1 week)</b></p> <ul style="list-style-type: none"> <li>- Add more</li> <li>- How many did I add?</li> <li>- Take away</li> <li>- How many did I take away?</li> </ul> <p><b>Manipulate, Compose and Decompose (2 weeks)</b></p> <ul style="list-style-type: none"> <li>- Select shapes for a purpose</li> <li>- Rotate and manipulate shapes</li> <li>- Explain shape arrangements</li> <li>- Compose and decompose shapes</li> <li>- Copy 2D shape pictures</li> <li>- Find 2D shapes within 3D shapes</li> </ul> <p><b>Sharing and Grouping (2 weeks)</b></p> <ul style="list-style-type: none"> <li>- Explore sharing and grouping</li> <li>- Even and off sharing</li> </ul> <p>Play with and build doubles</p>	<p><b>Visualise, Build and Map (3 weeks)</b></p> <ul style="list-style-type: none"> <li>- Identify units of repeating patterns</li> <li>- Create and explore own pattern rules</li> <li>- Replicate and build scenes and constructions</li> <li>- Visualise from different positions</li> <li>- describe positions</li> <li>- give instructions to build</li> <li>- explore mapping</li> <li>- represent maps with models</li> <li>- create own maps</li> </ul> <p><b>Make Connections (1 week)</b></p> <ul style="list-style-type: none"> <li>- Deepen understanding</li> <li>- Patterns and relationships</li> </ul> <p><b>Consolidation</b></p>



Understanding The World	Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Children have ongoing opportunities to share their home experiences in class.</p> <p>Children can bring achievements to be recognised in Celebration assemblies</p> <p>Children can share home activities on their Class Dojo portfolio</p>	<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</p> <p>Can talk about what they do with their family and places they have been with their family.</p> <p>Can draw similarities and make comparisons between other families.</p> <p>Name and describe people who are familiar to them.</p> <p>Read fictional stories about families and start to tell the difference between real and fiction.</p> <p>Talk about members of their immediate family and community.</p> <p>Navigating around our classroom and outdoor areas.</p> <p>Listen to what children say about what they see Use of Google Maps for children to navigate around the local area and their homes – allowing children the opportunity to talk about their own local area</p> <p>Children learn about similarities and differences between countries in the UK</p> <p>Children use maps to find places they recognise and new places</p> <p>Forest School</p>	<p>Listen out for and make note of children’s discussion between themselves regarding their experience of past birthday celebrations</p> <p>Share family celebrations and learn about religious celebrations at this time of year within the school community</p> <p>Make comparisons between celebrations from different cultures</p> <p><i>Diwali Day – how Hindu and Sikhs celebrate this</i></p> <p>Bonfire night activities and safety</p> <p>Autumn walks around the local area</p> <p>Children talk about their own Christmas activities and celebrations and learn about how others celebrate</p> <p>Solids and liquids – exploring freezing, solidifying and melting of different materials (Winter)</p> <p>Visit to Church</p>	<p>Children learn about the Lunar New Year and how this is celebrated with support of visitors from the community</p> <p>Children explore South East Asian culture using artifacts such as chop sticks, drums, lanterns, Chinese calendar</p> <p>Children learn about toys from the past and how they have changed – visit from Grandparents</p> <p>Children explore properties of different materials – floating, sinking, waterproof</p> <p>Junk modelling to create a toy boat</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</p>	<p>Listening to stories and placing events in chronological order</p> <p>Can learn and begin to compare their life to those in other countries using the Handa story series</p> <p>Fruit tasting following Handa’s surprise story</p> <p>Children explore a range of wild and farm animals. Learn their names and label their body parts and what makes them special</p> <p>Compare animals from a jungle to those on a farm.</p> <p>Fiction and non-fiction texts that offer an insight into contrasting environments/animal habitats</p> <p>Live caterpillars for children to observe the life cycle and changes day to day</p> <p>Create Easter treasure hunts to find places/ objects within our learning environment.</p> <p>Easter celebrations and the Easter story</p> <p>Children create basic maps of the local area</p> <p>Spring Walk around local area</p> <p>After close observation, draw pictures of the natural world, including animals and plants</p>	<p>Seasonal changes: Listen to children describing and commenting on things they have seen whilst outside, including plants and animals</p> <p>Planting seeds/growing plants</p> <p>Eid celebrations, children and families share experiences</p> <p>Local walk – exploring plants in our environment</p> <p>Introduce children to different occupations including the emergency services and other ‘people who help us’ in the community (Fire service)</p> <p>Forest School</p>	<p>School trip – exploring nature, animals, new places, travel, new destinations</p> <p>Comparing different types of animals – sea creatures and minibeasts</p> <p>Minibeast hunt</p> <p>Fiction and non-fiction texts that offer an insight into contrasting environments/animal habitats</p> <p>Children are introduced to local wildlife and animals, making sense of different environments and habitats</p> <p>Sharing their own experiences of special family times including holidays, sleep overs and times they have spent away from their own home</p> <p>Family holiday photos for children to compare and recount experiences including photos from the past of parents and grandparents holidays</p> <p>Children learn about and compare holidays from the past using images, photos, posters and artifacts</p>

<p><b>Expressive Arts and Design</b></p>	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p><b>Autumn 1</b></p>	<p><b>Autumn 2</b></p>	<p><b>Spring 1</b></p>	<p><b>Spring 2</b></p>	<p><b>Summer 1</b></p>	<p><b>Summer 2</b></p>
<p>Children attend whole school assemblies with music and singing</p> <p>Children listen to older children perform singing and piano pieces assemblies</p> <p>Children take part in their own musical performances within class music lessons</p> <p>Termly Art Exhibitions to celebrate their creativity</p> <p>Performances of the Nativity and Summer Show</p> <p>Opportunities to take part in extra curricular activities</p>	<p>Join in with songs and rhymes for counting, literacy and more structured learning including Harvest Festival</p> <p>Children learn to mix colours</p> <p>Opportunities for domestic and enhanced role play games and use resources available for props; build models using construction equipment.</p> <p>Sing call and response songs, so that children can echo phrases of songs you sing in discrete music lessons</p> <p>Self-portraits, junk modelling - take picture of children’s creations and display these</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms using instruments</p> <p>Provide opportunities to work together in the classroom to develop and realise creative ideas – class displays, projects and performances</p>	<p>Festival related art work – Diwali and Bonfire Night</p> <p>Use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories</p> <p>Traditional Tales small world play using props children have made</p> <p>Traditional Tales (Princesses, knights and castles) role play</p> <p>Art Exhibition – children display and share their artwork to the whole school/parents</p> <p>Nativity Play preparation – songs and dances as well as small speaking parts</p> <p>Christmas decorations, Christmas cards Christmas songs/poems</p>	<p>Lunar new year crafts and artwork including paper lanterns</p> <p>Chinese Zodiac small world and role play</p> <p>Children explore East Asian culture using artifacts such as chop sticks, drums, lanterns, Chinese calendar, Chinese music and dragon dance</p> <p>Junk modelling – creating toy boats</p> <p>Playing creatively with toys from the past</p> <p>Children learn and perform traditional poems</p> <p>Recycled artwork and arrangements of materials</p> <p>Range of materials for children to explore arrangement and collage</p>	<p>Images of wild animals and habitats to provoke painting and artwork along with cold and warm colour palettes – paint, tissue paper, collage materials, pens, pencils</p> <p>Kenyan craft – develop weaving skills using fabric and wool</p> <p>Handa’s surprise small world and role play props for children to recreate and adapt the story – basket, fruit, animals</p> <p>Kenyan animal stick puppet crafts</p> <p>Butterfly crafts, paint printing, collage, filter paper butterflies (to go alongside live caterpillars)</p> <p>Art Exhibition – children display and share their artwork to the whole school/parents</p> <p>Mothers’ Day card crafts</p> <p>Easter card crafts</p>	<p>Fruit tasting, chopping, preparing and combining to make smoothies</p> <p>Children explore the outside and inside of different fruit and make drawings of these using pastels and crayons</p> <p>Seaside landscape photos to provoke artwork with paint, pens, pencils</p> <p>Nature sculpture using loose parts – children create arrangements and pictures using different found materials</p> <p>Playdough, salt dough and clay plants, leaves and flowers sculptures</p> <p>Bakery/firefighter roleplay area and small world.</p> <p>Junk box modelling – firefighting equipment</p>	<p>Photos of sea creatures to provoke artwork using paint, pens, pencils, crayons, chalk</p> <p>Art Exhibition – children display and share their artwork to the whole school/parents</p> <p>School play – children take part in the school summer production</p> <p>Playdough, salt dough and clay plants, sea creature sculptures</p> <p>Holiday role play - suitcase with dressing up clothes, passports, aeroplanes and transport</p> <p>Junk modelling – creating a moving windmill (DT link)</p>