

Acorn EYFS Reception LTP 25-26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	People Who Help Us	Crash, Bang, Whizz!	Polar Regions	Spring/Farming	Journeys	There's No Place Like Home
Key Text Possible Further Texts	Zog and the Flying Doctors – Julia Donaldson The Extraordinary Life of Mary Seacole by Naida Redgrave Whose Hat Is This?" – by Sharon Katz Cooper Burglar Bill by Janet and Allan Ahlberg The Extraordinary Life of Mary Seacole by Naida Redgrave Little People Big Dreams: Florence Nightingale by Maria Isabel Sanchez Vegara	Owl Babies – Martin Waddle The Owl who was Afraid of the Dark by Jill Tomlinson Squirrels who Squabbled by Rachel Bright and Jim Field After the Storm (Percy the Park Keeper) by Nick Butterworth The Gunpowder Plot by Liz Gogerty (linked to Understanding of the World topic)	The Great Explorer – Chris Judge Lost and Found by Oliver Jeffers The Emperor's Egg by Martin Jenkins Poles Apart by Jeanne Willis and Jarvis	Chickens Can't See in the Dark – Kristyna Litten Rosie's Walk by Pat Hutchins The Little Red Hen – Traditional Tale The Cow that Laid an Egg by Andy Cutbill	What the Ladybird Heard on Holiday – Julia Donaldson Mr Gumpy's Outing by John Burningham The Train Ride by June Crebbin and Stephen Lambert Oi! Get off our Train by John Burningham Duck in the Truck by Kez Alborough	The Deep Dark Wood – Algy Craig Hall Little Red Riding Hood – Traditional Tale The Gruffalo – Julia Donaldson Into the Forest by Anthony Browne The Foggy Foggy Forest by Nick Sharratt
Extra enhancements, learning opportunities and special days	Harvest Festival Halloween Grandparent's Afternoon Forest School National Poetry Day Stay and Read Session	Autumn Walk Bonfire Night Remembrance Day Nativity Christmas Festivities Remembrance Day Art Exhibition Church Visit	Shrove Tuesday Valentine's Day Stay and Read Session Internet Safety Day World Book Day	World Book Day Spring Walk Mothers' Day Easter Festivities Art Exhibition Church Visit	Walk to School Week Father's Day School trip – York Railway Museum Eid Celebrations	Whole School Trip End of Year Summer Show Sports Day Stay and Read Session Art Exhibition
Characteristics of Effective Learning	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. We must be aware of children who need greater support than others.					

Communication and Language	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.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Daily story time	Settling in and getting to know you circle time activities and snack time chats	Develop vocabulary through everyday conversations with adults and peers	Using language well, building on from modelling by adults and peers in school	Describe events in detail beginning to use time connectives (relating to Literacy/topics) and provision activities	Weekend news and snack time discussion with peers	Longer and more interactive story times and targeted questioning during literacy activities
Snack time chats	Making friends and promoting friendly conversational phrases	Tell me a story – retelling favourite and familiar stories using story language	Encouraging how and why questions through provision enhancements relating to topic and children's interests	Retell a story with story language in more detail during story sharing	Longer and more interactive story times and targeted questioning during literacy activities	Meaningful and extended play interactions with peers and adults in and out of the classroom
Small group discussions	Children talking about experiences that are familiar to them	Listening and responding to stories during literacy/topic and story times	Retell a story with story language during story sharing activities using puppets, small world and props	Understand how to listen carefully and why listening is important (PSHE and circle time)	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)	Questioning to develop use of topic-based vocabulary
	Rhyming and alliteration games using nursery rhymes and counting songs	Following instructions relating to daily routines – getting ready for lunch, hanging up coat etc	Encouraging story invention in small world and role play	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	Performances of rhymes, poems and songs – what makes a good performance?	Weekend news and activity recounts, modelling structure and detail needed when retelling events
	Familiar print such as names	Encourage children to take part during class discussion	Ask questions to find out more and to check they understand what has been said to them during adult led activities	Encourage use of topic related vocabulary during play activities, model, practise and rehearse using these (e.g. egg, chick, hen, life cycle)	Story time within topic to promote use of vocabulary, mirrored within provision and play activities	School trip recounts between peers and more structured presentations
	Sharing facts about me and my family	Understand how to listen carefully and why listening is important – reminders and visual cues	Describe events in some detail – talking about their day and their favourite activities	Sustained focus when listening to a story – longer and more interactive story times	Learning and retelling stories using story maps and props	End of year performances of rhymes, poems, songs
	Shared favourite stories	Use new vocabulary taught Throughout the day through topic and adult led activities				
	All about me activities with opportunities to talk about favourite things	Choose books that will develop their vocabulary relating to topic (see topic suggested texts)	Learn rhymes, poems and songs			
	Model talk routines and social phrases Throughout the day. For example, arriving in school: "Good morning, how are you?"	Preparation for Nativity play – speaking parts				

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>

Physical Development	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.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Fine Motor</p> <p>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</p>	<p>Threading, cutting, playdough, focus fine motor activities.</p> <p>Manipulate objects with good fine motor skills</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp Pencil Grip</p>	<p>Threading, cutting, playdough, focus fine motor activities.</p> <p>Develop muscle tone to put pencil pressure on paper</p> <p>Use tools to effect changes to materials</p> <p>Show preference for dominant hand</p> <p>Engage children in structured activities: guide them in what to draw, write or copy.</p> <p>Teach and model correct letter formation.</p>	<p>Threading, cutting, playdough, focus fine motor activities.</p> <p>Begin to form letters correctly</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely.</p> <p>Holding Small Items / Button Clothing / Cutting with Scissors</p>	<p>Threading, cutting, playdough, focus fine motor activities.</p> <p>Hold pencil effectively with comfortable grip, encourage children to practise forming recognisable letters during handwriting activities</p> <p>Pattern tracing and anti-clockwise drawing practice</p>	<p>Threading, cutting, playdough, focus fine motor activities.</p> <p>Develop pencil grip and letter formation</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors</p> <p>Start to cut along a curved line, like a circle with scissors</p>	<p>Threading, cutting, playdough, focus fine motor activities.</p> <p>Form letters correctly</p> <p>Copy 2D shapes</p> <p>Begin to draw diagonal lines, like in a triangle</p> <p>Start to colour inside the lines of a picture</p> <p>Start to draw pictures that are recognisable</p> <p>Build things with smaller linking blocks, such as Duplo or Lego</p>
Gross Motor	Help individual children to develop good personal hygiene. <i>Provide regular reminders about thorough handwashing and toileting. Acknowledge and praise their efforts</i>					
<p>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</p>	<p><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></p>	<p>Changing for PE</p> <p><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.</p> <p><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.</p>	<p>Changing for PE</p> <p><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.</p> <p><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.</p>	<p>Changing for PE</p> <p><i>Ball Skills:</i> Can play in a group, extending and elaborating play ideas within the group. Shows increasing control when throwing and catching a large ball. Begins to accept the needs of others and can take turns and share, sometimes with the support of others.</p> <p><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.</p>	<p>Changing for PE</p> <p><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.</p> <p><i>Forest School</i></p>	<p>Changing for PE</p> <p>Sports Day</p> <p><i>Working with others:</i> Can play in a group Keeps play going by responding to what others are saying or doing Begins to accept the needs of others and can take turns and share, sometimes with the support of others Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles</p> <p><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.</p>

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: Owls 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: Farm animals Poetry: Animal Poems	Fiction: Story retelling and sequencing, story predictions Non-Fiction: Transport Poetry: Visual Poems	Fiction: Story retelling and sequencing, creating own stories Non-Fiction: Recount Poetry: Acrostic Poems
Key Text Possible Further Texts	Zog and the Flying Doctors – Julia Donaldson The Extraordinary Life of Mary Seacole by Naida Redgrave Whose Hat Is This?" – by Sharon Katz Cooper Burglar Bill by Janet and Allan Ahlberg The Extraordinary Life of Mary Seacole by Naida Redgrave Little People Big Dreams: Florence Nightingale by Maria Isabel Sanchez Vegara	Owl Babies – Martin Waddle The Owl who was Afraid of the Dark by Jill Tomlinson Squirrels who Squabbled by Rachel Bright and Jim Field After the Storm (Percy the Park Keeper) by Nick Butterworth The Gunpowder Plot by Liz Gogerty (linked to Understanding of the World topic)	The Great Explorer – Chris Judge Lost and Found by Oliver Jeffers The Emperor's Egg by Martin Jenkins Poles Apart by Jeanne Willis and Jarvis	Chickens Can't See in the Dark – Kristyna Litten Rosie's Walk by Pat Hutchins The Little Red Hen – Traditional Tale The Cow that Laid an Egg by Andy Cutbill	What the Ladybird Heard on Holiday – Julia Donaldson Mr Gumpy's Outing by John Burningham The Train Ride by June Crebbin and Stephen Lambert Oi! Get off our Train by John Burningham Duck in the Truck by Kez Alborough	The Deep Dark Wood – Algy Craig Hall Little Red Riding Hood – Traditional Tale The Gruffalo – Julia Donaldson Into the Forest by Anthony Browne The Foggy Foggy Forest by Nick Sharratt
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	Retell stories related to events through acting/role play. Christmas letters/lists Retelling stories using images/actions Using simple story Maps. <i>Editing of story maps and orally retelling new stories.</i> Sequencing stories –use vocabulary of beginning, middle and end.	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.	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	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	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

	<p>-we read English text from left to right and from top to bottom -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>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>Make books available for children to share at school and at home - Enjoys an increasing range of books (including non-fiction)</p>	<p>increasingly influenced by their experiences of books They develop their own narratives and explanations by connecting ideas or events</p>	<p>story, it gives information instead. Fiction means story.</p> <p>Begin to identify and use rhyming words.</p>	<p>story, it gives information instead. Fiction means story.</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 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>Phonics - Essential Letters and Sounds: Phase 2/3</p>		<p>Phonics - Essential Letters and Sounds: Phase 3/4</p>		<p>Phonics - Essential Letters and Sounds: Phase 4/5 intro</p>	
	<p>Reading: 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>Reading: 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>Reading: 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>Reading: 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>Reading: Words with adjacent consonants (CVCC, CCVC)</p> <p>Phonics - 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>Reading: 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 opportunities and supported writing activities:</p>	<p>Writing opportunities and supported writing activities: Initial sounds,</p>	<p>Writing opportunities and supported writing activities: CVC words /</p>	<p>Writing opportunities and supported writing activities: CVC/</p>	<p>Writing opportunities and supported writing activities: CVC/</p>	<p>Writing opportunities and supported writing activities: CCVC/CVCC</p>

<p>Writing practised during a variety of phonics, literacy and topic activities</p> <p>Children are encouraged to write phonetically using sound mats of the GPCs they have learned</p>	<p>Name writing, sign writing, list writing</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>Handwriting/letter formation</p>	<p>CVC words using taught GPCs</p> <p>Name writing</p> <p>Labelling using initial sounds</p> <p>Story scribing (whole class)</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>Handwriting/letter formation</p>	<p>simple sentence writing 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>Handwriting/letter formation</p>	<p>CCVC/CVCC words, simple sentence writing 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>Guided writing based around developing short sentences in a meaningful context (dictation)</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>Handwriting/letter formation</p>	<p>CCVC/CVCC words, simple sentence writing 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>Writing 2 (or more) simple sentences.</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>Handwriting/letter formation</p>	<p>simple sentence writing using 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> <p>Handwriting/letter formation</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><u>Baseline (1 week)</u> Getting to Know You</p> <p><u>Match, Sort and Compare (2 weeks)</u></p> <ul style="list-style-type: none"> - match pictures and objects - Identify a set - Sort objects to a type - Explore sorting techniques - Create sorting rules - Compare amounts <p><u>Talk about Measure and Patterns (2 weeks)</u></p> <ul style="list-style-type: none"> - Compare size, mass and capacity - Explore simple patterns - Copy and continue simple patterns - Create simple patterns <p><u>It's Me 1, 2, 3 (2 weeks)</u></p> <ul style="list-style-type: none"> - Find, subitise and represent 1, 2, 3 - 1 more and 1 less - Composition of 1, 2, 3 <p><u>Consolidation</u></p>	<p><u>Circles and Triangles (1 week)</u></p> <ul style="list-style-type: none"> - Identify, name and compare circles and triangles - Shapes in the environment - Describe position <p><u>1, 2, 3, 4, 5 (2 weeks)</u></p> <ul style="list-style-type: none"> - Find, subitise and represent 4 and 5 - 1 more and 1 less - Composition of 1-5 <p><u>Shapes with 4 Sides (1 week)</u></p> <ul style="list-style-type: none"> - Identify and name shapes with 4 sides - Combine shapes with 4 sides - Shapes in the environment - My day and night <p><u>Alive in Five (2 weeks)</u></p> <ul style="list-style-type: none"> - Introduce zero - Find, subitise and represent 0 to 5 - 1 more and 1 less - Composition - Conceptual subitizing to 5 <p><u>Consolidation</u></p>	<p><u>Mass and Capacity (1 week)</u></p> <ul style="list-style-type: none"> - Compare mass - Find a balance - Explore capacity - Compare capacity <p><u>Growing 6, 7, 8 (2 weeks)</u></p> <ul style="list-style-type: none"> - Find and represent 6, 7 and 9 - 1 more and 1 less - Composition of 6, 7 and 8 - Make pairs, odd and even - Find and make doubles to 8 - Combine 2 groups - Conceptual subitising <p><u>Length, Height and Time (2 weeks)</u></p> <ul style="list-style-type: none"> - Explore and compare length and height - Talk about time <p>Order and sequence time</p>	<p><u>Building 9 and 10 (3 weeks)</u></p> <ul style="list-style-type: none"> - Find, compare and represent 9 and 10 - Conceptual subitising to 10 - 1 more and 1 less - Composition and bonds to 10 - Make arrangements to 10 - Find and make doubles to 10 - Explore odd and even <p><u>Explore 3-D Shapes (2 weeks)</u></p> <ul style="list-style-type: none"> - Recognise and name 3D shapes - Find 2D shapes within 3D shapes - Use 3D shapes for tasks - 3D shapes in the environment - Identify more complex patterns - Copy and continue patterns <p>Patterns in the environment</p>	<p><u>To 20 and Beyond (2 weeks)</u></p> <ul style="list-style-type: none"> - Build numbers beyond 10 - Continue patterns beyond 10 - Verbal counting beyond 20 - Verbal counting patterns <p><u>How many now? (1 week)</u></p> <ul style="list-style-type: none"> - Add more - How many did I add? - Take away - How many did I take away? <p><u>Manipulate, Compose and Decompose (2 weeks)</u></p> <ul style="list-style-type: none"> - Select shapes for a purpose - Rotate and manipulate shapes - Explain shape arrangements - Compose and decompose shapes - Copy 2D shape pictures - Find 2D shapes within 3D shapes <p><u>Sharing and Grouping (2 weeks)</u></p> <ul style="list-style-type: none"> - Explore sharing and grouping - Even and off sharing <p>Play with and build doubles</p>	<p><u>Visualise, Build and Map (3 weeks)</u></p> <ul style="list-style-type: none"> - Identify units of repeating patterns - Create and explore own pattern rules - Replicate and build scenes and constructions - Visualise from different positions - describe positions - give instructions to build - explore mapping - represent maps with models - create own maps <p><u>Make Connections (1 week)</u></p> <ul style="list-style-type: none"> - Deepen understanding - Patterns and relationships <p><u>Consolidation</u></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</p> <p>Introduce children to different occupations including the emergency services and other 'people who help us' in the community</p> <p>Forest School</p> <p>Changes over time – Mary Seacole/Florence Nightingale</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>Bonfire night activities and safety</p> <p>Autumn walks around the local area</p> <p>Visit to Church</p> <p>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 (Autumn Walk)</p> <p>Children talk about their own Christmas activities and celebrations and learn about how others celebrate</p>	<p>Children explore properties of different materials – floating, sinking, waterproof</p> <p>Solids and liquids – exploring freezing, solidifying and melting of different materials (Winter)</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</p> <p>Children learn about similarities and differences between countries in the UK and the wider world</p> <p>Children use maps to find places they recognise and new places</p> <p>Can learn and begin to compare their life to those in other countries</p> <p>Comparing different types of animals – polar animals</p>	<p>Listening to stories and placing events in chronological order</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 : wild and farm</p> <p>Fiction and non-fiction texts that offer an insight into contrasting environments/animal habitats</p> <p>Create Easter treasure hunts to find places/ objects within our learning environment.</p> <p>Easter celebrations and the Easter story</p> <p>Visit to Church</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>Children are introduced to local wildlife and animals, making sense of different environments and habitats</p>	<p>Junk modelling to create vehicles</p> <p>Eid celebrations, children and families share experiences</p> <p>Planting seeds/growing plants (Science link)</p> <p>Local walk – exploring plants in our environment</p> <p>Children learn about transport/vehicles from the past and how they have changed – trip to York Railway Museum</p> <p>Forest School</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>School trip – exploring nature, animals, new places, travel, new destinations</p> <p>Minibeast hunt - woodland</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>Children create basic maps of the local area</p> <p>Fruit tasting – DT Link</p> <p>Health and Hygiene – DT link</p> <p>Changes over time – exploring Heptonstall</p>

Expressive Arts and Design	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.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Children attend whole school assemblies with music and singing	Join in with songs and rhymes for counting, literacy and more structured learning including Harvest Festival	Children learn to mix colours – warm colours	Children learn to mix colours – cold colours	Handprint animals	Transport/vehicles box modelling	School play – children take part in the school summer production
Children listen to older children perform singing and piano pieces assemblies	Children learn to mix colours	Festival related art work – Bonfire Night	Polar animal masks	Farm shop roleplay	Journey maps – fictional and non-fictional	Butterfly crafts, paint printing, collage, filter paper butterflies (to go alongside live caterpillars)
Children take part in their own musical performances within class music lessons	Opportunities for domestic and enhanced role play games and use resources available for props; build models using construction equipment.	Create owl nest collages using outdoor materials	Salt dough animals	Farm small world	Transport roleplay and small world	Traditional Tales small world play using props children have made (linked to English)
Termly Art Exhibitions to celebrate their creativity	Provide opportunities to work together in the classroom to develop and realise creative ideas – class displays, projects and performances	Autumn/night sky paintings	Polar explorer roleplay	Junk box modelling – farm animals and vehicles equipment	Building small world towns/transport systems (construction)	Traditional Tales (Princesses, knights and castles) role play
Performances of the Nativity and Summer Show	Emergency vehicle painting/box modelling	Use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories	Playing creatively with toys from the past	Mothers' Day card crafts	Nature sculpture using loose parts – children create arrangements and pictures using different found materials	Fruit/veg tasting, chopping, preparing and tasting (DT link)
Opportunities to take part in extra curricular activities	Emergency services role play/small word	Nativity Play preparation – songs and dances as well as small speaking parts	Children learn and perform traditional poems	Easter card crafts	Playdough, salt dough and clay plants, leaves and flowers sculptures	Children explore the outside and inside of different fruit and make drawings of these using pastels and crayons
See music LTP/prog grid for music coverage	Emergency services hat design/creation	Christmas decorations, Christmas cards Christmas songs/poems	Recycled artwork and arrangements of materials	Easter egg decorating	Holiday role play - suitcase with dressing up clothes, passports, aeroplanes and transport	Art Exhibition – children display and share their artwork to the whole school/parents
		Christmas songs/poems	Range of materials for children to explore arrangement and collage	Easter bonnet craft		
		Art Exhibition – children display and share their artwork to the whole school/parents	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 (link to polar regions theme)	Art Exhibition – children display and share their artwork to the whole school/parents		