

Reception Long Term Plan 2022-2023

At Broadbent Fold Primary School and Nursery we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

<u>Term and Learning</u> <u>Curriculum Focus/I</u> <u>Wonder Question</u>	<u>Autumn 1</u> I wonder where a Leaf Man goes when the wind blows? Do you know?	<u>Autumn 2</u> I wonder if you can catch the Gingerbread Man?	<u>Spring 1</u> Double, double, toil and trouble Fire burn and cauldron bubble I wonder where will the magic take us?	<u>Spring 2</u> I wonder who you will meet in the woods today?	<u>Summer 1</u> I wonder what we will find on our minibeast adventure?	<u>Summer 2</u> I wonder what you will find at the seaside?
<u>Hooks for Learning</u>	A Leaf Man hunt Missing posters	Baking gingerbread men Missing Gingerbread Man Christmas and Nativity	Magician's Kitchen Role Play Spell and potion making Magic Show	Red Riding Hood Role Play Letters from Red Riding Hood/Granny	Minibeast Laboratory Role Play Real life caterpillars Bug hunting	Rockpool Visit Ice Cream Van Beach Café Role Play Under the Sea Tough Spot

<u>Linked Texts</u>	<p>Leaf Man</p> <p>Autumn</p>	<p>The Gingerbread Man</p> <p>Diwali/Rama and Sita</p> <p>The Nativity Story</p>	<p>Room on the Broom</p> <p>Zog</p> <p>A Magical Muddle</p> <p>Winter</p> <p>Chinese New Year</p>	<p>Little Red Riding Hood</p> <p>Spring</p> <p>Easter</p>	<p>The Very Hungry Caterpillar</p> <p>Christopher's Caterpillars</p> <p>Mad about Minibeasts</p>	<p>Fantastic Fish</p> <p>Commotion in the Ocean</p> <p>Sharing a Shell</p> <p>Tiddler</p>
<u>Characteristics of Effective Learning</u>	<p>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</p> <p>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.</p> <p>Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experience</p>					
<u>Over Arching Principles</u>	<p>Unique Child</p> <p>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.</p> <p>Enabling environments</p> <p>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>Learning and Development</p> <p>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.</p>					

Play

At Broadbent Fold Primary School and Nursery we understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

<u>Term and Learning Curriculum Focus</u>	<u>Autumn 1</u> Autumn/Leaf Man	<u>Autumn 2</u> Gingerbread Man	<u>Spring 1</u> All things Magical	<u>Spring 2</u> Little Red Riding Hood	<u>Summer 1</u> Minibeasts	<u>Summer 2</u> The Seaside
<u>Our British Values</u> Assemblies PHSE Circle Time Story Time	<u>Mutual respect</u> 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, an	<u>Mutual Tolerance</u> 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	<u>Rule of law</u> 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	<u>Individual liberty</u> 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	<u>Democracy</u> 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	<u>Recap all British Values</u> 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.

		for those without faith.	together as a team when it is necessary	everyone is different.	and respect the opinions of others.	
<u>Assessment Opportunities</u>	Analyse Nursery Assessments School baseline National Baseline Baseline analysis Phonic phase assessments Parents Evening	Ongoing assessments Pupil progress meetings Cluster and Internal Moderation End of term assessments Phonic phase assessments	Ongoing assessments Internal Moderation Phonic Phase assessments	Ongoing assessments Pupil Progress Meetings Phonic Phase assessments Internal Moderation Parents Evening	Ongoing assessments Phonic Phase assessments Internal Moderation	Ongoing assessments Pupil Progress Meetings Phonic Phase assessments Internal Moderation Reports
<u>Parental Involvement</u>	Wow moments shared Parents Evening Phonics Workshop	Wow moments shared Nativity	Wow moments shared Mystery Reader Opportunity Maths Workshop	Wow moments shared Parents Evening Mystery Reader Opportunity	Wow moments shared Parents Evening Writing/Mark making Workshop	Wow moments shared Report Home

Communication and Language

Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting

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, story-telling 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>Whole EYFS Focus - C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions,</p>	<p>Welcome to EYFS</p> <p>Settling in activities</p> <p>Making friends</p> <p>Children talking about experiences that are familiar to them</p> <p>What are your passions / goals / dreams?</p> <p>About family routines and special occasions</p> <p>Show an interest in the lives of other people</p>	<p>Tell me a story!</p> <p>Develop vocabulary: Word aware</p> <p>Wellcomm interventions</p> <p>Discovering Passions</p> <p>Tell me a story - retelling stories: talk for writing</p> <p>Story language</p> <p>Listening and responding to stories</p> <p>Following instructions</p>	<p>Tell me why!</p> <p>Develop vocabulary: Word aware</p> <p>Wellcomm interventions</p> <p>Using language well</p> <p>Ask's how and why questions...</p> <p>Retell a story with story language</p> <p>Remember key points from a story</p> <p>Story invention - talk it!</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>I can describe events (Chinese New Year)</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Learn rhymes, poems and songs.</p>	<p>Explain to me!</p> <p>Wellcomm</p> <p>Word Aware: explore vocab</p> <p>Reciting poems and songs</p> <p>I can learn and recite, poems and songs: Rhyme of the week</p> <p>Tell me a story - retelling stories: talk for writing</p> <p>Articulate a life cycle</p> <p>I can listen to and engage in and talk about selected non-fiction</p> <p>I can articulate my ideas and thoughts into well-formed sentences</p> <p>I ask questions to find out more</p>	<p>Can you recount an event?</p> <p>Wellcomm</p> <p>Word Aware: Explore Vocab</p> <p>I can learn and recite, poems and songs: Rhyme of the week</p> <p>I can listen to, engage in and talk about non-fiction</p> <p>Using the iPad to take a photograph</p>	<p>Tell me about differences?</p> <p>Wellcomm</p> <p>Word Aware: Explore Vocab</p> <p>I can learn and recite, poems and songs: Rhyme of the week</p> <p>I can talk about similarities and differences between things in the past and now (seasides)</p> <p>I can talk about the experiences</p>
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<p>Wellcomm Interventions</p> <p>Daily story time using high quality texts (from the EYFS brilliant reads list)</p>	<p>Follow instructions (settling in, putting my things away)</p> <p>Develop vocabulary: Word aware</p> <p>Wellcomm interventions</p> <p>Model talk routines through the day. For example, arriving in school: "Good morning, how are you?")</p>	<p>Takes part in discussion</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Choose books that will develop their vocabulary</p>			<p>I can describe events in some detail: farm trip, frog life cycle</p>	<p>I have had at different points in the school year (end of year video)</p>
<p>Personal, Social and Emotional Development</p>	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					

<p>PSED</p> <p>Self-regulation</p> <p>Managing self</p> <p>Building relationships</p>	<p><u>SCARF: Me and My Relationships</u></p> <p>All about me</p> <p>What makes me special</p> <p>Me and my special people</p> <p>Who can help me? (self-regulation)</p> <p>Me and my feelings 1 & 2 (naming different feelings, thinking about how to feel with 'not so good feelings', know some self-care techniques)</p> <p>Know that some actions and words can hurt others feelings.</p> <p>Oral hygiene: teeth cleaning linked to the dental nurse Handwashing</p> <p>Class rules: Behavioural expectations in the class/boundaries set</p> <p>Class rules</p>	<p><u>SCARF: Valuing Difference</u></p> <p>I'm special you're special</p> <p>Same and different</p> <p>Same and different families</p> <p>Same and different homes</p> <p>I am caring</p> <p>Kind and caring</p> <p>I know what it means to be respectful and to be treated with respect</p> <p>Independence: putting own socks and shoes on</p>	<p><u>SCARF: Keeping myself safe</u></p> <p>What's safe to go in my body?</p> <p>Keeping myself safe</p> <p>Safe indoors and outdoors</p> <p>Listening to my feelings</p> <p>Keeping safe online</p> <p>People who help to keep me safe</p> <p>SMART rules</p>	<p><u>SCARF: Rights and responsibilities</u></p> <p>Looking after my special people: I know that caring relationships are at the heart of happy families</p> <p>Looking after my friends: I know what makes a good friend</p> <p>Being helpful at home and caring for our classroom</p> <p>Caring for our world</p> <p>Looking after money</p> <p>Looking after money (2)</p> <p>Healthy eating: Fruit kebabs/making a fruit smoothie</p>	<p><u>SCARF: Being my best</u></p> <p>Bouncing back when things go wrong: resilience</p> <p>Yes I can: confidence and resilience</p> <p>Healthy eating (2 weeks)</p> <p>Move your body</p> <p>A good nights sleep</p> <p>Importance of exercise</p> <p>Being kind to living creatures</p> <p>Taking care of animals (frogs/butterflies)</p>	<p><u>SCARF: Growing and changing</u></p> <p>Seasons</p> <p>Life stages, plants, animals, humans</p> <p>Life stages, human life stage, who will I be?</p> <p>Where do babies come from?</p> <p>Getting bigger</p> <p>Me and my body, girls and boys</p> <p>Transition into Year 1</p> <p>Year 1 readiness</p>
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	<p>Early learning Goals: 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>* Controlling own feelings and behaviours *Applying personalised strategies to return to a state of calm *Being able to curb impulsive behaviours *Being able to concentrate on a task</p> <p>*Being able to ignore distractions *Behaving in ways that are pro-social *Planning *Thinking before acting *Delaying gratification *Persisting in the face of difficulty.</p>					

<p>English Comprehension Word reading Writing</p>	<p>Writing: Composition:</p> <p>forming simple sentences, recalling stories (orally), sequencing stories, story language</p> <p>Transcription:</p> <ul style="list-style-type: none"> • Writing names • Labels around the classroom • CVC and CVCC words (labels) <ul style="list-style-type: none"> • Lists • Writing captions - emergent writing • Finger spaces <p>Reading: Comprehension:</p> <ul style="list-style-type: none"> • Uses and understands recently introduced vocabulary during discussions about a variety of texts. • Anticipates key events in stories. 	<p>Writing: Composition:</p> <p>story language, story maps, time connectives, non-fiction, fiction, letters, non-fiction, story strips, short stories</p> <p>Transcription:</p> <ul style="list-style-type: none"> • Writing sentences (fact and fiction) • Capital letters • Finger spaces • Full stops • Reading sentences back <p>Reading: Comprehension:</p> <ul style="list-style-type: none"> • Uses and understands recently introduced vocabulary during discussions about a variety of texts. • Anticipates key events in stories. • Demonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. <p>Word Reading:</p> <ul style="list-style-type: none"> • Read some letter groups that each represent one sound, e.g. sh, th, ch 	<p>Writing: Composition:</p> <p>instructions, story language, story structure, short stories, oral recall, story sequences, story language, story structure, poems, oral recall, non-fiction writing</p> <p>Transcription:</p> <ul style="list-style-type: none"> • Writing bigger pieces of text, e.g. stories, poems, instructions • Capital letters • Finger spaces • Full stops • Letter shapes • Exclamation marks • Question marks • Reading sentences back <p>Reading: Comprehension:</p> <ul style="list-style-type: none"> • Uses and understands recently introduced vocabulary during discussions about a variety of texts. • Anticipates key events in stories. • Demonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
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	<ul style="list-style-type: none"> • Demonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. <p>Word Reading:</p> <ul style="list-style-type: none"> • Read individual letter • Blend sounds into words (CVC, CVCC) • Read some simple words, e.g. I, no go, to into, the 	<ul style="list-style-type: none"> • Reading words with letter groups in. • Read words made up of letter sound correspondences, e.g. rabbit, jumping • Read an increased amount of tricky words, e.g. I, the, you, your, he, she, we, me, be • Read simple phrases. 	<p>Word Reading:</p> <ul style="list-style-type: none"> • Read a range of tricky words. • Read longer sentences, that include tricky words. <p>Developing fluency and pace.</p>
Maths	<p>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.</p>		

<p>Maths</p> <p>Number Numerical patterns</p> <p>White Rose Maths Scheme</p> <p><i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.”</i> - Shakuntal a Devi</p>	<p>Baseline</p> <p>Match and Sort</p> <p>Compare Amounts</p> <p>Representing Numbers 1-5</p> <p>Comparing numbers to 5</p> <p>Composition of numbers to 5</p> <p>One more and less</p> <p>Comparing size, mass and capacity</p> <p>Exploring Pattern</p> <p>2D shape</p> <p>Positional Language</p>	<p>Introducing zero</p> <p>Composition of 4 and 5</p> <p>Comparing numbers</p> <p>6, 7 and 8</p> <p>Making Pairs</p> <p>Combining two groups</p> <p>9 and 10</p> <p>Comparing numbers to 10</p> <p>Bonds to 10</p> <p>Compare Mass</p> <p>Compare Capacity</p> <p>Time</p> <p>Length and Height</p> <p>3D shape</p> <p>Pattern</p>	<p>Building numbers beyond 10</p> <p>Counting patterns beyond 10</p> <p>Adding more</p> <p>Taking away</p> <p>Doubling</p> <p>Grouping</p> <p>Even and odd</p> <p>Deepening understanding</p> <p>Patterns and relationships</p> <p>Spatial reasoning - match, rotate, manipulate</p> <p>Spatial reasoning - compose and decompose</p> <p>Spatial reasoning - visualise and build</p> <p>Spatial reasoning - mapping</p>
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<p>PD Gross motor skills Fine motor skills</p>	<p>Gross Motor:</p> <ul style="list-style-type: none"> • revise and refine the fundamental movement skills they have already required, e.g. rolling, crawling, walking and jumping. <p>Develop overall body strength, co-ordination, balance and agility.</p> <p><u>Inspire Sports Coaches and City in the Community:</u></p> <p>Fundamental Movement Skills, Multiskills and Stability</p> <p>Fine Motor:</p> <ul style="list-style-type: none"> ▪ Fine Motor activities - threading, cutting, weaving, playdough. ▪ Manipulate objects with good fine motor skills. 	<p>Gross Motor:</p> <ul style="list-style-type: none"> • progress towards a more fluent style of moving, with developing control and grace. • Combines different movements with ease and fluency. • Confidently uses a range of large apparatus alone and in a group. <p><u>Inspire Sports Coaches and City in the Community:</u></p> <p>Gymnastics, Dance and Multiskills</p> <p>Fine motor:</p> <ul style="list-style-type: none"> • Correctly forms letters: b, h, k, m, n, p, r • Uses scissors to follow a range of different lines, e.g. curvy, zig zag, spiral • Uses paintbrushes of varying sizes with some control. <p>Know and talk about the different factors that support overall health and wellbeing.</p>	<p>Gross motor:</p> <ul style="list-style-type: none"> • Confidently uses a range of small apparatus alone and in a group. • Develop and refine ball skills. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. <p><u>Inspire Sports Coaches and City in the Community:</u></p> <p>Gymnastics, Object Manipulation and Multiskills</p> <p>Fine motor:</p> <ul style="list-style-type: none"> • Correctly forms letters: c, a, d, e, g, o, q, f, s, v, w, x, z • Uses scissors to cut out a range of shapes and cut through a range of materials. • Can cut up food independently using a knife and fork. <p>Know and talk about the different factors that support overall health and wellbeing.</p>
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	<p>Draw lines and circles using gross motor movements</p> <p>Taking shoes off and putting them on</p> <ul style="list-style-type: none">▪ Uses the correct pencil grip.▪ Holds scissors correctly and makes snips on paper/ card.• Correctly form letters: i, j, l, t• Uses a knife and fork to feed self.		
<p>Understanding the World</p> <p>RE / Festivals</p> <p>Our RE Curriculum enables children to</p>	<p>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.</p>		

<p>develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness</p>	<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. I can describe people who are familiar to me</p> <p>Show interest in the lives of other people who are familiar to me</p> <p>I can recognise that people have different beliefs and celebrate special times in different ways</p> <p>Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</p> <p>I can show an interest in different occupations and ways of life</p> <p>I can draw a simple map</p> <p>Set up 'My Year in Reception at Broadbent Fold' timeline</p>	<ul style="list-style-type: none"> • Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see • Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. • Celebrate Chinese New year • Recognising that people have different beliefs • Respecting difference • Talk about lives of people around us • Talk about experiences at different points in the year (class calendar for each month) • Changing seasons: winter/spring • Ice investigations - melting • Knowing there are different countries in the world (China) • I have explored google earth • I understand the effects of changing seasons on the world around me • Maps of our journey to school/looking on Google Earth: features of local environment, maps of local area comparing places on Google Earth: how are they similar/different? • I can describe special events (Easter) • Growth & Change: chick life cycle • Investigating materials - Little Red Riding Hood's Cloak 	<ul style="list-style-type: none"> • Growth & Change - life cycles • I can show care and concern for living things in the environment • I can start to develop an understanding of growth, decay and changes over time • I can talk about some of the things I have observed such as plants, animals, natural and found objects • Materials: Floating / Sinking - boat building • Metallic / non-metallic objects • Seasides long ago - Magic Grandad compare and contrast past and present • Share non-fiction texts that offer an insight into contrasting environments. • Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. • I can draw information from a simple map • I can talk about ways in which I can look after the environment • Pirate maps (maps of school to find treasure)
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	<p>I can talk about things I have observed such as animals</p> <p>I show care for living things (pets)</p> <p>I can ask questions about aspects of my familiar world such as the place where I live or the natural world</p> <p>Guy Fawkes: compare and contrast character from stories, including figures from the past: looking at clothes</p> <p>I can talk about significant events in my own experience</p> <p>I can talk about why things happen: making gingerbread</p> <p>I can recognise and describe special times or events for family or friends</p>		
EAD Creating with materials Being	<p>Beginning to mix colours</p> <p>Build stories around toys (small world) use</p>	<p>Van Gogh Starry Night: I can produce a piece of artwork using an artists style as a stimulus</p> <p>I can explore how colour can be changed</p>	<p>Collage-minibeasts / Pastel drawings, Life cycles, Flowers-Sun flowers (Van Gogh)</p>

<p>imaginative and expressive</p> <p>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</p> <p>Work will be displayed in the classroom lots of links to Fine Motor Skills. Children to explain their</p>	<p>available props to support role play</p> <p>Build models using construction equipment.</p> <p>Junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>To draw a self-portrait (enclosing lines): draw definite features</p> <p>Use different textures and materials to make firework pictures</p> <p>Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape</p>	<p>I can talk about a famous artist.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>I can recognise, create and describe pattern:</p> <p>Drama through literacy</p> <p>Make different textures; make patterns using different colours</p> <p>Mother's Day crafts</p> <p>Artwork themed around magic topic</p> <p>Easter crafts printing, patterns on Easter eggs</p> <p>Rubbings of leaves/plants</p> <p>I can combine media to make a collage (collage chick)</p> <p>Andy Goldsworthy natural art</p> <p>Music (Charanga - Everyone! Our World)</p> <ul style="list-style-type: none"> • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs 	<p>Junk modelling, houses, bridges boats and transport.</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Create collaboratively; making 3d minibeasts</p> <p>I can use various construction materials:</p> <p>Drama through literacy</p> <p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Colour mixing - underwater pictures.</p> <p>Father's Day Crafts</p> <p>Making models from recycled materials: link to keeping our sea clean</p> <p>Music (Charanga - Big Bear Funk! Reflect, Rewind and Replay)</p> <ul style="list-style-type: none"> • Listening and appraising Funk music • Embedding foundations of the interrelated dimensions of music using voices and instruments • Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs • Playing instruments within the song • Improvisation using voices and instruments • Riff-based composition • Share and perform the learning that has taken place
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<p>work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</p>	<p>and different sorts of glue</p> <p>Nativity Play</p> <p>Drama through literacy</p> <p>Music (Charanga - Mel My Stories)</p> <ul style="list-style-type: none">• Listening and responding to different styles of music• Embedding foundations of the interrelated dimensions of music• Learning to sing or sing along with nursery rhymes and action songs• Improvising leading to playing classroom instruments• Share and perform the learning that has taken place	<ul style="list-style-type: none">• Improvising leading to playing classroom instruments• Singing and learning to play instruments within a song• Share and perform the learning that has taken place	
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Special events	Autumn 1: Halloween Black History - Coming to England Floella Benjamin Autumn 2: Bonfire Night - Guy Fawkes, Children in Need, Remembrance Sunday, Diwali, Christmas, Nativity, Anti Bullying week	Spring 1: New Year, Chinese New Year, Valentine's Day, Shrove Tuesday and Ash Wednesday, Internet Safety Day Spring 2: Mother's Day, Easter, World Book Day, Red Nose Day	Summer 1: Local History Week Summer 2: Father's Day, Sports Day, Sports Week

Early Learning Goals - for the end of the year - Holistic / best fit Judgement!

EARLY LEARNING GOALS – FOR THE END OF THE YEAR - HOLISTIC / BEST FIT JUDGEMENT!						
COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
<p>ELG: Listening, Attention and Understanding</p> <p>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</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>ELG: Comprehension</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>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>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>ELG: Numerical Patterns</p> <p>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.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</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>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experience and what has been read in class.</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>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</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>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>ELG: Creating with Materials</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> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>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>