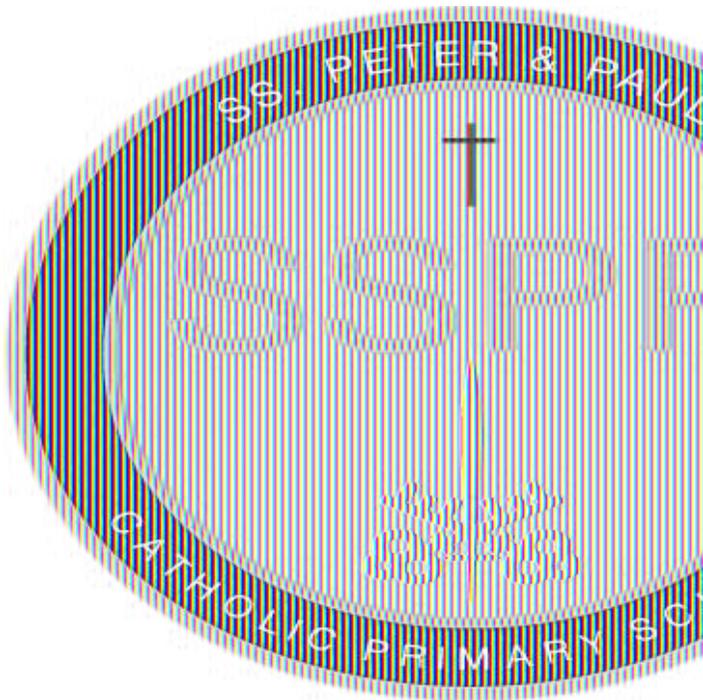
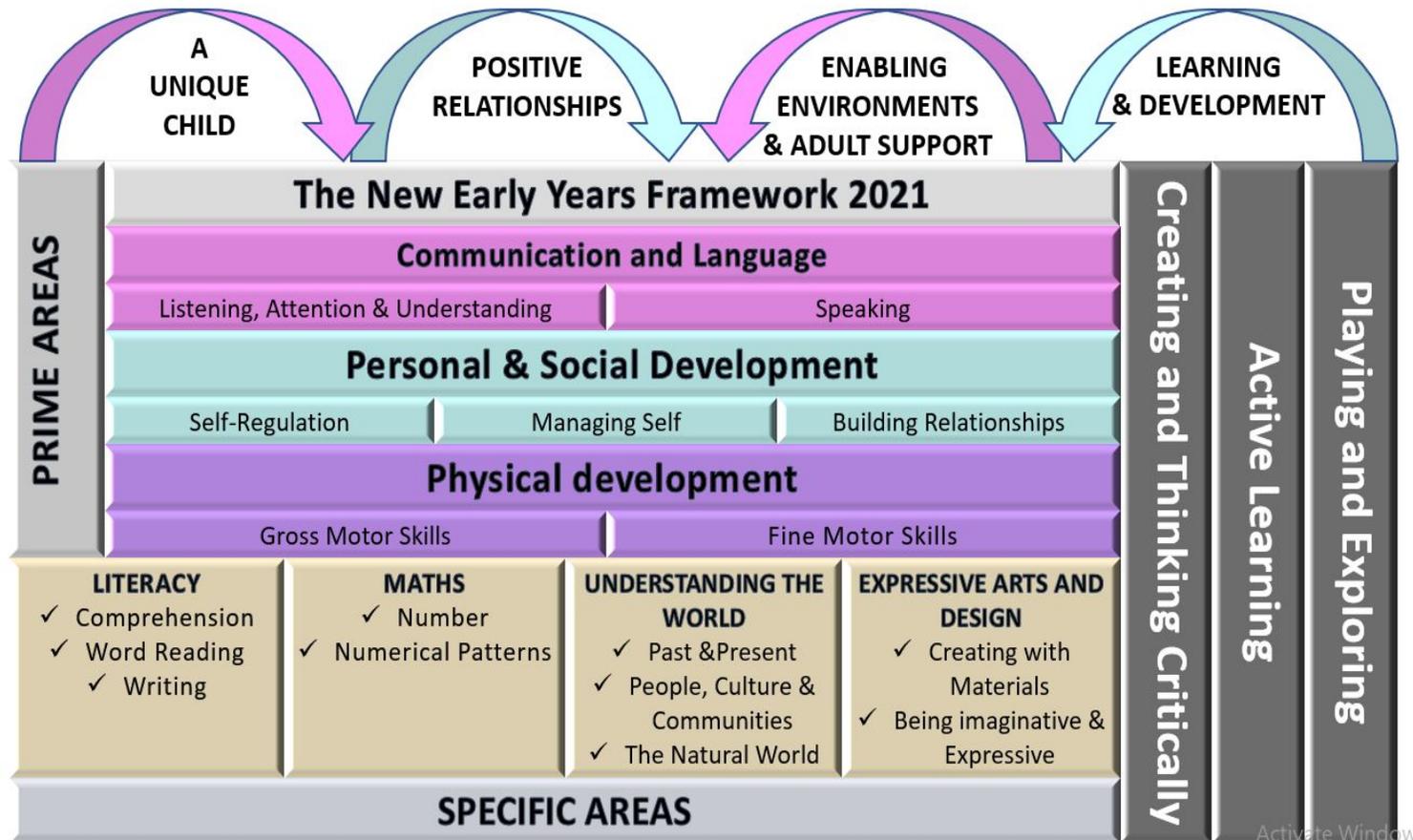


# FOUNDATION 2M LONG TERM PLAN 23-24



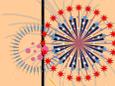
At St Peter and St Paul's RC Primary School, we provide our children with opportunities to develop all seven areas of the curriculum through both our indoor and outdoor provision. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year

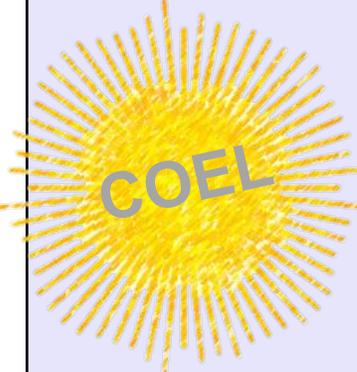


## OVERARCHING THEMES

NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION

## 'WOW' MOMENTS & ENRICHMENT EVENTS

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	 <p>ALL ABOUT ME!</p>	 <p>FESTIVALS AND CELEBRATIONS!</p>	 <p>WINTER WONDERLAND!</p>	 <p>WATCH ME GROW!</p>	 <p>AMAZING ANIMALS!</p>	 <p>SUMMER TIME!</p>
	<ul style="list-style-type: none"> <li>Starting school</li> <li>My new class</li> <li>People who help us               <ul style="list-style-type: none"> <li>Careers</li> </ul> </li> <li>Staying healthy</li> <li>My likes and dislikes               <ul style="list-style-type: none"> <li>Healthy Food</li> </ul> </li> <li>Human body / Teeth               <ul style="list-style-type: none"> <li>My family</li> <li>Emotions</li> <li>Senses</li> </ul> </li> <li>Being a good friend</li> <li>Harvest festival</li> <li>Black History month               <ul style="list-style-type: none"> <li>Other faiths</li> <li>Autumn</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Autumn</li> <li>Staying safe - Fire safety/bonfire night</li> <li>Road safety week</li> <li>Celebrations – All saints day, Bonfire Night, Hanukkah, Advent &amp; Christmas               <ul style="list-style-type: none"> <li>The Nativity</li> </ul> </li> <li>The Christmas story</li> <li>Christmas Lists</li> <li>Letters to Father Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Polar regions</li> <li>Climates – cold places               <ul style="list-style-type: none"> <li>Penguins</li> </ul> </li> <li>Freezing/Melting               <ul style="list-style-type: none"> <li>Ice &amp; Snow</li> <li>Winter</li> <li>Epiphany</li> </ul> </li> <li>RSPB Big schools bird watch</li> <li>Chinese New Year</li> <li>Valentines Day</li> <li>Mental health week</li> </ul>	<ul style="list-style-type: none"> <li>Plants &amp; Flowers</li> <li>Weather / seasons</li> <li>The great outdoors</li> <li>Planting seeds</li> <li>Traditional Tales</li> <li>Animal Life Cycle</li> <li>Growing – themselves, plants &amp; animals How have I changed?</li> <li>Human body/teeth               <ul style="list-style-type: none"> <li>Easter</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Summer</li> <li>Safari</li> <li>Animals from around the world               <ul style="list-style-type: none"> <li>Maps</li> </ul> </li> <li>Climates – hot places</li> <li>Animal arts and crafts</li> <li>Animal Patterns</li> <li>Minibeasts / habitats               <ul style="list-style-type: none"> <li>Life cycles</li> </ul> </li> <li>Animal arts and crafts</li> <li>Night and Day animals               <ul style="list-style-type: none"> <li>Mini Beasts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Under the sea</li> <li>Off on holiday / clothes</li> <li>Where in the world shall we visit?               <ul style="list-style-type: none"> <li>Send me a postcard!                   <ul style="list-style-type: none"> <li>Marine life</li> </ul> </li> <li>Seaside in the past</li> </ul> </li> <li>Compare: Now and then!</li> <li>Reduce, Reuse, Recycle               <ul style="list-style-type: none"> <li>Seaside art</li> </ul> </li> </ul>
	<p><b>Autumn Trail</b></p> <p>Welcome assembly Harvest Time Meeting school staff- visits from and to school staff Food DT- Ginger bread person European Day of Languages Black History Month What I want to be when I grow up video- welcome assembly</p>	<p><b>Autumn Trail/ Winter Trail</b></p> <p>Guy Fawkes &amp; Bonfire Night Christmas Time &amp; Nativity Hanukah - Diwali All saints Day Remembrance day Nursery Rhyme week <b>Visit from Fire brigade</b> <b>Visit from Police- Road Safety</b> Children in Need Anti- Bullying Week Food Tasting – healthy food &amp; different cultures Advent assemblies, Advent Prayer Trail and visit to the crib</p>	<p><b>Winter Trail</b></p> <p>Hanukah Visit to the crib- Epiphany Internet Safety Day History Week Christmas jumper day National storytelling week Food tasting, different cultures- Chinese new year. Children's mental week Random acts of kindness week</p> <p><b>Begin visits to the local library</b></p>	<p><b>Spring Trail</b></p> <p><b>Live chick eggs</b> <b>Frogspawn, or Butterflies</b> World Book Day Planting seeds Easter time Weather experiments Weather Forecast videos Nature Scavenger Hunt British Science week Red nose day Mother's Day Easter Egg Hunt Shrove Tuesday/ Pancake Tuesday <b>Walk to the park / picnic</b></p>	<p><b>Summer Trail</b></p> <p>Map work - Find the Animals / plan own zoo National walking month <b>Chester Zoo Trip/ Farm Trip</b> Exotic Fruit tasting – linked to Handa's Surprise</p>	<p><b>Summer Trail</b></p> <p>Father's Day <b>Visit to the beach</b> Children's Art week Child Safety week Sports Day</p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
OVERARCHING THEMES	ALL ABOUT ME!	FESTIVALS AND CELEBRATIONS	WONDERFUL WINTER!	WATCH ME GROW!	AMAZING ANIMALS!	SUMMER TIME!
       	<p><b>CHARACTERISTICS OF EFFECTIVE LEARNING</b></p> <p>COEL advocate that in planning and guiding children's learning, practitioners must reflect on the different ways that children learn, and then reflect these in their practice. A child's individual learning characteristic will determine the way they respond to both the teaching and learning taking place in the environment. The three characteristics of effective teaching and learning identified by the EYFS are:</p> <p><b>Playing and exploring:</b> - children investigate and experience things, and 'have a go'.</p> <ul style="list-style-type: none"> <li>• What areas/activities is the child drawn to?</li> <li>• Do they prefer to work in a group/alone?</li> <li>• Do they initiate activities/experiences themselves or join in existing ones?</li> <li>• Do they think aloud describing what they do?</li> </ul> <p><b>Active learning:</b> - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.</p> <p><b>Creating and thinking critically:</b> -. children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</p> <p><b>Unique Child:</b> Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children learn to be strong and independent through positive relationships.</p> <p><b>Enabling environments:</b> Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.</p> <p><b>Learning and Development:</b> Children develop and learn in different ways. The statutory framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities. Practitioners teach children by ensuring challenging, playful opportunities across the prime (Communication and Language, Personal, Social and Emotional Development and Physical Development) and specific (Literacy, Mathematics, Understanding the World and Expressive Arts and Design) areas of learning and development.</p> <p><i>PLAY: At St. Peter &amp; Paul Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'</i></p> <p><b><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></b></p>					

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
OVERARCHING THEMES	 ALL ABOUT ME!	 FESTIVALS AND CELEBRATIONS	 WONDERFUL WINTER!	 WATCH ME GROW!	 AMAZING ANIMALS!	 SUMMER TIME!
QUALITY TEXTS	<ul style="list-style-type: none"> <li>• Ten Little Fingers and Ten Little Toes by Mem Fox</li> <li>• Not now Bernard by David McKee</li> <li>• All Kinds of People by Emma Damon</li> <li>• You Choose by Pippa Goodhart &amp; Nick Sharratt</li> <li>• The Story of Diwali by Katie Daynes</li> <li>• The rainbow fish by Marcus Pfister</li> <li>• The big book of families by Mary Hoffman and Ros Asquith</li> <li>• Ginger Bread Man</li> </ul>	<ul style="list-style-type: none"> <li>• Stick man by Julian Donaldson</li> <li>• Sammy Spider's First Hanukkah (Sammy Spider's First Books) by Sylvia Rouss</li> <li>• Light the Lights! A Story about Celebrating Hanukkah and Christmas by Margaret Moorman</li> <li>• The Christmas story/Nativity</li> <li>• Room on the broom</li> <li>• Guy Fawkes (Famous People, Famous Lives) by Harriet Castor</li> <li>• Diwali stories</li> </ul>	<ul style="list-style-type: none"> <li>• Mr Wolf's Pancakes by Jan Fearnley</li> <li>• Pancakes, Pancakes by Eric Carle</li> <li>• Lanterns and Firecrackers: A Chinese New Year Story by Jonny Zucker</li> <li>• The Jolly postman by Janet and Allan Ahlberg</li> <li>• Little Red riding Hood</li> <li>• The three little pigs</li> <li>• Katie and the starry night by James Mayhew</li> <li>• Say Hello to the Snowy animals! By Ian Whybrow</li> </ul>	<ul style="list-style-type: none"> <li>• We're Going on an Egg Hunt by Martha Mumford</li> <li>• Jack and the beanstalk</li> <li>• Oliver's Vegetables by Alison Bartlett and Vivian French</li> <li>• The tiny seed by Eric Carle</li> <li>• Katie and the Sunflowers by James Mayhew</li> <li>• Sam plants a sunflower by Kate Petty</li> <li>• A range of non fiction books on plants and lifecycles.</li> </ul>	<ul style="list-style-type: none"> <li>• Rumble in the jungle by Giles Andreae</li> <li>• A range of animal non fiction books</li> <li>• The very hungry caterpillar by Eric Carle</li> <li>• Aghh Spider!</li> <li>• The tiger who came to tea by Judith Kerr</li> <li>• The snail and the Whale by Julia Donaldson</li> <li>• A range of non fiction books about lifecycles of animals.</li> <li>• What the Ladybird heard by Julia Donaldson</li> </ul>	<ul style="list-style-type: none"> <li>• Lighthouse Keeper's lunch by David Armitage and Ronda Armitage</li> <li>• Under the sea- non fiction</li> <li>• Tiddler by Julia Donaldson</li> <li>• Sharing a shell by Julia Donaldson</li> <li>• Commotion in the Ocean by Giles Andreae</li> <li>• Fidgety Fish by Paul Bright &amp; Ruth Galloway</li> <li>• What the Ladybird heard at the seaside by Julia Donaldson</li> </ul>
LITERACY COUNTS READ TO WRITE UNITS	Star in a Jar		Little Red	The Extraordinary gardener	The Storm Whale	The Storm Wale

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
OVERARCHING THEMES	 ALL ABOUT ME!	 FESTIVALS AND CELEBRATIONS!	 WONDERFUL WINTER!	 WATCH ME GROW!		 AMAZING ANIMALS!	SUMMER TIME!
CORE VALUES & BRITISH VALUES	<p><b>Mutual respect</b></p> <p>We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated. We will celebrate and learn about a range of celebrations and festivals from a range of faiths throughout the year, teaching respect for others beliefs.</p> <p><b>Mutual Tolerance</b></p> <p>Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. We will participate in a range of cultural and religious celebrations throughout the year to develop children’s tolerance for others and encourage children to value difference in regards to faith.</p> <p><b>Rule of law</b></p> <p>We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. We will introduce the children to the classroom rules and give them ownership by helping them to create a classroom display. We will use positive praise and classroom behavior systems to encourage children's understanding of right and wrong.</p> <p><b>Individual liberty</b></p> <p>We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different. Our first topic is All about Me where we will celebrate our differences, what makes us individually special and respect for our differences.</p> <p><b>Democracy</b></p> <p>We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others. Each day the children will vote for a class story and the story with the most votes will be read at the end of each day.</p>						
OUR SCHOOL VALUES	<p><b>Trust, Love and Courage</b></p>						

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.

THESE WILL MIRROR THE PRINCIPLES AND VALUES OF OUR SCHOOL & BRITISH VALUES.

WE WILL ‘DIP IN AND OUT OF EACH AREA’ EACH TERM AS AND WHEN WE NEED TO.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
OVERARCHING THEMES	 ALL ABOUT ME!	 FESTIVALS AND CELEBRATIONS!	 WONDERFUL WINTER!	 WATCH ME GROW!	 AMAZING ANIMALS!	 SUMMER TIME!
PARENTAL INVOLVEMENT	<p>Staggered Start An effective and comprehensive transition period to support children and their families.</p> <p>PTA coffee Morning Home / School Agreement Welcome Assembly Wow Moments- Tapestry Parents Evening Occupations Visitors Meet the Head Teacher</p>	<p>Wow Moments- Tapestry Nativity Parent workshops to help parents understand how they can support their child's learning;</p> <ul style="list-style-type: none"> <li>• Maths workshop</li> <li>• Phonics workshop</li> </ul> <p>Bedtime read Occupations Visitors Advent Assemblies Advent Prayer Trail</p>	<p>Wow Moments - Tapestry Parents Evening Occupations Visitors Library Trips</p>	<p>Wow Moments- Tapestry Occupations Visitors Lenten assemblies Lent prayer trail</p>	<p>Wow Moments Occupations Visitors Library Trips Class trip to the zoo</p>	<p>Wow Moments Occupations Visitors Trip to the beach Parents receive a report on their child's attainment and progress at the end of the school year</p>
TAPESTRY PARTNERSHIP	 <p>We use Tapestry to begin to build a positive relationship with adults. Tapestry forms a large part of our Transition process, as an information sharing platform but also a resource where we can share messages from the staff to the parents and parents to staff</p> <p>Once the children begin school in September, we use Tapestry to share messages and photographs with parents, especially to build a supportive relationship as children settle into their new class. Each week the Flamingo Class round-up of the week is posted which includes a message to parents regarding what children have learnt during the week and what is planned for the following week, this is accompanied by lots of photographs of the children from the week.</p>					

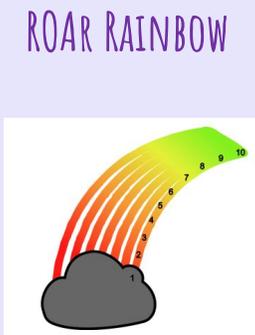
‘Working in partnership with parents, carers and families is a key part of the Early Years Foundation Stage (EYFS). Parental involvement in how children learn, what their early experiences are and their development **helps practitioners plan for effective learning throughout the early years.**’

*It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.*



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
OVERARCHING THEMES	 ALL ABOUT ME!	 FESTIVALS AND CELEBRATIONS	 WONDERFUL WINTER!	 WATCH ME GROW!	 AMAZING ANIMALS!	 SUMMER TIME!
COMMUNICATION AND LANGUAGE	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> 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 <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children’s language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</p>					
DAILY STORY TIME!	<p><b>Welcome to EYFS</b>            Settling in activities.            Making friends.            Children talking about experiences that are familiar to them.            What do you want to be when you grow up?            This is me!            Rhyming and alliteration.            Familiar Print.            Sharing facts about me!            Shared stories.            All about me!            Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”            Learn rhymes, poems and songs –</p>	<p><b>Tell me a story!</b>            Develop vocabulary            Discovering likes/dislikes            Discovering Passions            Tell me a story - retelling stories            Use new vocabulary through the day.            Story language            Listening and responding to stories            Following instructions            Takes part in discussion            Understand how to listen carefully and why listening is important.            Choose books that will develop their vocabulary.            Learn rhymes, poems and songs –</p>	<p><b>Tell me why!</b>            Using language well            Asks how and why questions...            Discovering Passions            Retell a story with story language            Story invention – talk it!            Ask questions to find out more and to check they understand what has been said to them.            Discuss events and characters in a story            Engage in non-fiction texts            Listen to and talk about stories to build familiarity and understanding.            Learn rhymes, poems and songs – Poetry Basket</p>	<p><b>Talk it through!</b>            Describe events in detail – time connectives            Discovering Passions            Understand how to listen carefully and why listening is important.            Talk about an object: “What colour is it? Where would you find it?”            Sustained focus when listening to a story            Learn rhymes, poems and songs – Poetry Basket            Engage in non-fiction texts</p>	<p><b>What happened?</b>            Discovering Passions            Favourite animals            Pets            Going to the zoo            Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives            Learn rhymes, poems and songs – Poetry Basket</p>	<p><b>Time to share!</b>            Show and tell            Weekend news            Discovering Passions            Read aloud books to children that will extend their knowledge of the world and illustrate a current topic.            Select books containing photographs and pictures, for example, places in different weather conditions and seasons.            Learn rhymes, poems and songs – Poetry Basket</p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
OVERARCHING THEMES	 ALL ABOUT ME!	 FESTIVALS AND CELEBRATIONS!	 WONDERFUL WINTER!	 WATCH ME GROW!	 AMAZING ANIMALS!	 SUMMER TIME!
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>Children’s personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b>, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, 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 <b>children can achieve at school and in later life</b>.</p>					
SELF - REGULATION & MANAGING SELF & BUILDING RELATIONSHIPS	<p><b>Relationship and Health Education for Catholic primary schools: Module 1: Created and Loved by God</b>            EYFS Module One: Created and Loved by God explores the individual. Rooted in the teaching that we are created by God out of love and for love, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.</p> <p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>• <b>Making relationships</b>              Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationship with adults and other children</li> <li>• <b>People and communities</b>              Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul>		<p><b>Relationship and Health Education for Catholic primary schools: Module 2: Created to Love Others</b>            EYFS Module Two: Created to Love Others explores the individual’s relationship with others. Building on the understanding that we have been created out of love and for love, this Module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe.</p> <p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>• <b>Health and self-care</b>              Children know the importance for good healthy of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</li> <li>• <b>Self-confidence and self-awareness</b>              Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will take their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.</li> <li>• <b>Managing feelings and behavior</b>              Children talk about how they and others show feelings, talk about their own and others’ behavior and its consequences, and know that some behavior is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behavior to different situations and take changes of routine in their stride.</li> </ul>		<p><b>Relationship and Health Education for Catholic primary schools: Module 3: Created to Live in Community</b>            EYFS Module Three: Created to Live in Community explores the individual’s relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.</p> <p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>• <b>The world</b>              Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</li> <li>• <b>Technology</b>              Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.</li> </ul> <p>E- Safety</p>	



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
OVERARCHING THEMES	 ALL ABOUT ME!	 FESTIVALS AND CELEBRATIONS	 WONDERFUL WINTER!	 WATCH ME GROW!	 AMAZING ANIMALS	 SUMMER TIME!

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**.

PHYSICAL DEVELOPMENT  FINE MOTOR  DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES/ 'FIDDLY FINGERS'  GROSS MOTOR  THROUGH OUTDOOR LEARNING IN THE OUTDOOR AREA & WEEKLY PE LESSON	Threading, cutting, weaving, playdough, Fiddly Finger activities. Malleable area –Continuous provision. Manipulate objects with good fine motor skills . Create Diva lamps. Hold pencil/paint brush/ cutlery. Pencil Grip developed.		Threading, cutting, weaving, playdough, Fiddly Finger 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.		Threading, cutting, weaving, playdough, Fiddly Finger 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		Threading, cutting, weaving, playdough, Funky Finger activities. Hold pencil effectively with comfortable grip . Forms recognisable letters most correctly formed. Develop accuracy and safety using scissors to cut		Threading, cutting, weaving, playdough, Funky Finger activities. Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks. Cut along a straight line with scissors.Start to cut along a curved line.		Threading, cutting, weaving, playdough, Funky Finger activities. Form letters correctly Begin to draw diagonal lines, like in a triangle. Draw with increased accuracy and care Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego	
	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children. Chalk pictures gross movements outdoor area. Provide regular reminders about thorough handwashing and toileting. Bikes.		Ball skills- throwing and catching. Climbing. Skipping ropes in outside area Dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Use a range of small and large apparatus inside and outdoor.(Bikes)		Balance- children moving with confidence. Dance related activities. Provide a wide range of activities to support a broad range of abilities. Mud kitchen, bikes. Beat Baby.		Planting in the outside area. Digging in the sand/soil. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. Beat Baby.		Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Run, jump, throw and catch. Beat Baby.		Races / team games involving gross motor movements Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Negotiating space safely. Beat Baby.	
	<b>PE UNITS</b>	<b>Fundamental skills</b> Key skills covered: Running, jumping, agility	<b>Dance</b> Key skills covered: Agility, Balance, Dance and Culture	<b>PE UNITS</b>	<b>Dance</b> Key skills covered: Agility, Balance, Dance and Culture	<b>Gymnastics</b> Key skills covered: Travelling, jumping, rolling, balancing	<b>PE UNITS</b>	<b>Fundamental skills</b> Key skills covered: Running, jumping, throwing, catching, agility	<b>Fundamental skills</b> Key skills covered: Running, jumping, throwing, catching, kicking			

**Handwriting** - In Reception, children develop pre-handwriting skills and habits and access handwriting patterns. Children are taught the tripod grip to hold their pencil. The children are taught how to form the individual letters according to the four letter families; long ladder letters, Curly Caterpillar letters, Robot letters and Zig-Zag letters. When ready, children in EYFS will be taught to recognize and begin to form letters in phonic phase.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
OVERARCHING THEMES	ALL ABOUT ME! 	FESTIVALS AND CELEBRATIONS 	WONDERFUL WINTER! 	WATCH ME GROW! 	AMAZING ANIMALS! 	SUMMERTIME! 

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)

LITERACY  
  
COMPREHENSION

<p><b>Settling in to school books</b> <b>Celebration books</b></p> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>•Repeat and retell known rhymes, stories and texts previously heard</li> <li>•Talk about texts and connect to own experiences and prior knowledge</li> <li>• Pick out the main characters and key events in stories</li> </ul> <p><b>Skills and Strategies:</b></p> <ul style="list-style-type: none"> <li>•Read simple captions</li> <li>•Recognising increased amount of high-frequency words</li> <li>•Show an awareness of full stops when reading</li> <li>•Self-correction using phonics</li> </ul> <p>Identify simple text features such as titles and pictures to indicate what the text is about</p>	<p><b>Traditional Tales</b></p> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>•Talk about texts and connect to own experiences and prior knowledge</li> <li>•Pick out the main characters and key events in stories</li> <li>•Select a number of key events to retell a story</li> <li>•Link and talk about ideas explicit from a text e.g. characters and events</li> <li>•Make simple predictions about characters and events</li> <li>•Reread specific part of a text to check for meaning</li> </ul> <p><b>Skills and Strategies:</b></p> <ul style="list-style-type: none"> <li>•Read captions</li> <li>•Recognising increased amount of high-frequency words</li> <li>•Show an awareness of full stops and question marks when reading</li> <li>•Show an awareness of the difference between stories and information texts</li> <li>•Choose reading materials and explain what the text is about and why they like it</li> <li>•Use prior knowledge to help understanding</li> <li>•Self-correction using phonics</li> <li>•Re-read sentence</li> <li>•Read sentences accurately and fluently</li> </ul>	<p><b>Friendships and animals</b> <b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>•Use prior knowledge and pictures to repeat know rhymes and stories</li> <li>•Talk about texts and connect to own experiences</li> <li>• Pick out the main characters and key events in stories</li> <li>•Sequence main events in a story using props / illustrations</li> <li>•Begin to match spoken to written words</li> </ul> <p><b>Skills and Strategies:</b></p> <ul style="list-style-type: none"> <li>•Recognise that words are constructed of phonemes that are represented by graphemes</li> <li>•Self-correction using phonics first strategy</li> <li>•Recognise high frequency words</li> </ul>	<p><b>Seaside</b> <b>Comprehension</b></p> <ul style="list-style-type: none"> <li>•Become familiar with and talk about several key stories</li> <li>•Retell stories using illustrations and / or props and discuss main characters</li> <li>•Begin to compare characters</li> <li>•Reread specific part of a text to check for meaning</li> <li>•Respond to questions by linking question to answers explicitly stated in text or illustration</li> </ul> <p><b>Skills and Strategies:•Read captions</b></p> <ul style="list-style-type: none"> <li>•Recognising increased amount of high-frequency words</li> <li>•Show an awareness of full stops and question marks when reading</li> <li>•Show an awareness of the difference between stories and information texts</li> <li>•Choose reading materials and explain what the text is about and why they like it</li> <li>•Use prior knowledge to help understanding</li> <li>•Self-correction using phonics</li> <li>•Re-read sentence</li> <li>•Read sentences accurately and fluently</li> </ul>
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
OVERARCHING THEMES	 ALL ABOUT ME!	 FESTIVALS AND CELEBRATIONS	 WONDERFUL WINTER!	 WATCH ME GROW!	 AMAZING ANIMALS!	 SUMMERTIME!

**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)

<b>WORD READING</b>	<p><b>Settling in to school books</b> <b>Celebration books</b></p> <p><b>Word Reading:</b></p> <ul style="list-style-type: none"> <li>•Left to right direction of print</li> <li>•Recognise correspondence of each spoken word to a written word separated by a space</li> <li>•Apply and embed phonic knowledge and skills as the route to decode</li> <li>•Read some common exception words - I the no go to</li> </ul>	<p><b>Traditional Tales</b></p> <p><b>Word Reading:</b></p> <ul style="list-style-type: none"> <li>•Left to right direction of print</li> <li>•Recognising correspondence of each spoken word to a written word separated by a space</li> <li>•Applying and embedding phonic knowledge and skills as the route to decode</li> <li>•Reading some common exception words including me, be, was, not</li> </ul>	<p><b>Friendships and Animals</b></p> <p><b>Word Reading:</b></p> <p>Focus on:</p> <ul style="list-style-type: none"> <li>•Left to right direction of print</li> <li>•Recognise correspondence of each spoken word to a written word separated by a space</li> <li>•Apply and embedded phonic knowledge and skills as the route to decode</li> <li>•Read some common exception words</li> </ul>	<p><b>Seaside</b></p> <p><b>Word Reading:</b></p> <p>Focus on:</p> <ul style="list-style-type: none"> <li>•Left to right direction of print</li> <li>•Recognising correspondence of each spoken word to a written word separated by a space</li> <li>•Applying and embedding phonic knowledge and skills as the route to decode</li> <li>•Reading some common exception words including have, like, some, come, you, were, little, one, all, do, when, out what</li> </ul>
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<b>PHONICS</b>	<p>LITTLE WANDLE : LETTERS AND SOUNDS REVISED PHASE 2</p> <table border="1"> <tr> <th colspan="3">Autumn 1</th> </tr> <tr> <th></th> <th>Phase 2 graphemes</th> <th>New tricky words</th> </tr> <tr> <td>Week 1</td> <td>s a t p</td> <td></td> </tr> <tr> <td>Week 2</td> <td>i n m d</td> <td></td> </tr> <tr> <td>Week 3</td> <td>g o c k</td> <td>is</td> </tr> <tr> <td>Week 4</td> <td>ck e u r</td> <td>I</td> </tr> <tr> <td>Week 5</td> <td>h b f l</td> <td>the</td> </tr> </table> <table border="1"> <tr> <th colspan="3">Autumn 2</th> </tr> <tr> <th></th> <th>Phase 2 graphemes</th> <th>New tricky words</th> </tr> <tr> <td>Week 1</td> <td>ff ll ss j</td> <td>put* pull* full* as</td> </tr> <tr> <td>Week 2</td> <td>v w x y</td> <td>and has his her</td> </tr> <tr> <td>Week 3</td> <td>z zz qu words with -s /s/ added at the end (hats sits)</td> <td>go no to into</td> </tr> <tr> <td>Week 4</td> <td>sh th ng nk</td> <td>she push* he of</td> </tr> <tr> <td>Week 5</td> <td>• words with -s 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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
OVERARCHING THEMES	 ALL ABOUT ME!	 LIGHT AND DARK!	 WONDERFUL WINTER!	 LET'S GROW!	 AMAZING ANIMALS!	 UNDER THE SEA!
WRITING	<p><b>Texts as a Stimulus</b> Dominant hand, tripod grip, mark making, giving meaning to marks Writing initial sounds and simple captions. Use initial sounds to label characters / images. Write name correctly Use some of their print and letter knowledge in their early writing Begin to form lower-case letters correctly Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs Use initial sounds VC Words Oral rehearsal</p>	<p><b>Texts as a Stimulus</b> Consolidate Autumn One Help children identify the sound that is tricky to spell. Sequence the story Write a caption Use correct letter formation Begin to reread what they have written Begin to spell CVC words correctly using GPC Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs Write labels Begin to write lists &amp; captions, focusing on ...label, caption, space</p>	<p><b>Texts as a Stimulus</b> Guided writing based around developing short sentences in a meaningful context. Form most lower-case and capital letter correctly Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs Write captions/phrases and begin to write simple sentences using known GPCs ...sentence, full stop, capital letter &amp; word spacing Re-read what they have written to make sure it makes sense Begin to write a variety of fiction and non-fiction sentences / captions</p>	<p><b>Texts as a Stimulus</b> Guided writing based around developing short sentences in a meaningful context. Form most lower-case and capital letter correctly Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs Write captions/phrases and begin to write simple sentences using known GPCs ...sentence, full stop, capital letter &amp; word spacing Re-read what they have written to make sure it makes sense Begin to write a variety of fiction and non-fiction sentences / captions</p>	<p><b>Texts as a Stimulus</b> Write recognisable letters (lower case and capital) most of which are formed correctly Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs Write simple phrases and sentences that can be read by others including: □ word spacing □ full stop □ capital letter Begin to sequence 2-3 sentences within purposeful fiction/ nonfiction writing, such as: 2-3 part story, (e.g. using story map/planner) Instructions, Fact cards</p>	<p><b>Texts as a Stimulus</b> Write recognisable letters (lower case and capital) most of which are formed correctly Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs Write simple phrases and sentences that can be read by others including: □ word spacing □ full stop □ capital letter Begin to sequence 2-3 sentences within purposeful fiction/ nonfiction writing, such as: 2-3 part story, (e.g. using story map/planner) Instructions, Fact cards</p>
<p>VEHICLE TEXTS USED AS STIMULUS ACROSS THE YEAR</p> <p>TEXTS MAY CHANGE DUE TO CHILDREN'S INTERESTS</p> <p>Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.</p>						

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
OVERARCHING THEMES	ALL ABOUT ME! 	FESTIVALS AND CELEBRATIONS 	WONDERFUL WINTER! 	WATCH ME GROW! 	AMAZING ANIMALS! 	SUMMERTIME! 

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.

# MATHS

WE FOLLOW :  
NCETM  
MASTERING  
NUMBER AND  
POWER MATHS  
SCHEMES OF WORK



### NCETM Mastering Number:

Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.

#### Pupils will:

- identify when a set can be subitised and when counting is needed
- subitise different arrangements, both unstructured and structured, including using the Hungarian number frame
- make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills
- spot smaller numbers 'hiding' inside larger numbers
- connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers
- hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number
- develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds
- compare sets of objects by matching
- begin to develop the language of 'whole' when talking about objects which have parts

### Power Maths

- **3D and 2D shapes:** Exploring properties of everyday shapes, Exploring, describing and comparing the properties of 3D shapes, Similarities and differences between 3D shapes and applying sorting rules, Identifying and naming 2D shapes and describing similarities and differences, Identifying 2D shapes within 3D shapes, Identifying 2D shapes in the environment
- **Space- spatial awareness:** Understanding and using positional and directional language in practical contexts, Using directional and positional language to describe a route

### NCETM Mastering Number

Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.

#### Pupils will:

- continue to develop their subitising skills for numbers within and beyond 5,
- and increasingly connect quantities to numerals
- begin to identify missing parts for numbers within 5
- explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame
- focus on equal and unequal groups when comparing numbers understand that two equal groups can be called a 'double' and connect this to finger patterns
- sort odd and even numbers according to their 'shape'
- continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern
- order numbers and play track games

### Power Maths

- **Measure- Length, height and distance, weight:** Comparing length and weight, Understanding the relationship between length and height, Selecting an appropriate unit of measure, Using non-standard units to measure length, distance and weight of objects
- **Exploring patterns- Making and continuing simple and more complex patterns:** Exploring AB and ABB patterns, Continuing a pattern, Counting different representations up to 10, Discovering that patterns can vary, Creating patterns, Recognising patterns and representing them using different object

### NCETM Mastering Number

Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.

#### Pupils will:

- continue to develop their counting skills, counting larger sets as well as counting actions and sounds
- explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame
- compare quantities and numbers, including sets of objects which have different attributes
- continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 begin to generalise about 'one more than' and 'one less than' numbers within 10
- continue to identify when sets can be subitised and when counting is necessary
- develop conceptual subitising skills including when using a rekenrek

### Power Maths

- **Numerical patterns- Doubling, halving and sharing, and odds and evens:** Understanding the concepts of double, sharing and odd and even, Recognising a double, finding double facts up to double 5 and applying double facts, Using sharing to find half and understanding the importance of equal groups for fairness, Beginning to recognise odd and even numbers, Spotting doubling, halving and odd and even, patterns and using them to predict, Understanding that some groups of items cannot be shared equally between 2
- **Shape -Composing and decomposing shapes:** Combining knowledge of shapes, their attributes and how they can be manipulated and rotated, Recapping the language of simple 2D shapes, Knowing that shapes can be decomposed into other shapes, Knowing that combining 2 or more shapes, can create a new shape (composing), Counting the number of shapes used (up to 10), Exploring misconceptions
- **Measure- Volume and capacity:** Comparing volume, Selecting an appropriate unit of measure, Using non-standard units to measure capacity, Understanding that volume can be measured in cups, Comparing the capacity of containers of different sizes and shapes



# FOUNDATION 2M LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
OVERARCHING THEMES	ALL ABOUT ME!	FESTIVALS AND CELEBRATIONS	WONDERFUL WINTER!	WATCH ME GROW!	AMAZING ANIMALS	SUMMERTIME
UNDERSTANDING THE WORLD	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. 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>					
PEOPLE, CULTURE & COMMUNITIES	<ul style="list-style-type: none"> <li>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</li> <li>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.</li> <li>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</li> <li>Introduce children to different occupations and how they do their jobs.</li> <li>Name and describe people who are familiar to them. People in their local / school community... site manager, office manager, etc</li> <li>Talk about members of their immediate family and community Describe family members ... grandparent, older, younger Understand that there are many different types of families</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand that some places are special to members of their community. Talk about special places they go with their family... places of worship visited by children</li> <li>Fire Safety- Talking about occupations and how to keep safe during Bonfire night celebrations. Link to Fire fighter visit.</li> <li>Begin to recognise that people have different beliefs and celebrate special times.</li> <li>Develop a knowledge and awareness of other festivals ... Harvest, Hanukkah, Diwali</li> <li>Road Safety- Talking about occupations and how to identify strangers that can help them when they are in need. Link to Police Visit</li> <li>Know how Christians/ Catholics prepare for Christmas during advent. Links to weekly advent assemblies, visit to the crib at Ss. Peter and Paul's and Philomena's RC Church and Advent prayer trail at Holy Apostles and Martyrs RC Church.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Talk about members of their immediate family and community</li> <li>Name and describe people who are familiar to them</li> <li>Understand that some places are special to members of their community</li> <li>Recognise that people have different beliefs and celebrate special times in different ways – Chinese New Year</li> <li>Recognise some similarities and differences between life in this country and other countries</li> <li>Describe their immediate environment using knowledge from observation, discussion</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Talk about members of their immediate family and community</li> <li>Name and describe people who are familiar to them</li> <li>Understand that some places are special to members of their community</li> <li>Recognise that people have different beliefs and celebrate special times in different ways Easter</li> <li>Recognise some similarities and differences between life in this country and other countries</li> <li>Describe their immediate environment using knowledge from observation, discussion,</li> </ul>	<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, nature walks, stories, non-fiction texts and maps</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been taught in class</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps , trip to the seaside</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li> <li>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</li> </ul>
<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>						



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
OVERARCHING THEMES	ALL ABOUT ME!	FESTIVALS AND CELEBRATIONS	WONDERFUL WINTER!	WATCH ME GROW!	AMAZING ANIMALS	SUMMERTIME!

## UNDERSTANDING THE WORLD

### PAST & PRESENT

CHILDREN BEGIN TO EXPLORE HISTORY BY FIRST STARTING WITH THEIR OWN AND THROUGH READING AND EXPLORING HIGH QUALITY TEXTS

OUR YEAR IN F2 DISPLAYED IN OUR CLASSROOM THROUGHOUT THE YEAR NOTING KEY EVENTS THAT HAPPEN IN FOUNDATION. DISCUSSION POINT FOR ADULTS AND CHILDREN DISCUSSING PAST, PRESENT AND FUTURE EVENTS.

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.

- Children to begin to make sense of their own life-story and family’s history
- Children to begin to comment on images of familiar situations in the past – a long time ago or a few days ago
- When Mum and Dad, Grandparents were little ... past, history, long ago
- Can talk about what they do with their family and places they have been with their family.
- Through observations listen to children’s discussions between themselves regarding their experience of past birthday celebrations and other events.

- Can talk about what they have done with their families during Christmas’ in the past.
- Show photos of how Christmas used to be celebrated in the past.
- Changes in the leaves, weather, seasons,
- Family history – what was life like for children’s parents / grandparents when they were 4/5 years old – what is the same / different?
- Talk about the lives of the people around them and their roles in society

- Comment on images of familiar situations in the past
- Listening to stories and placing events in chronological order.
- Changes in the leaves, weather, seasons,
- Past/present how Chinese New Year is celebrated.

- Comment on images of familiar situations in the past
- Change in living things – ourselves and plants
- Changes in the leaves, weather, seasons,
- Listening to stories and placing events in chronological order.
- Changes in ourselves- children to bring in photographs of when they were younger. Recognise the changes.

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Change in living things – animals
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling.
- Seaside Compare past and present . What is the same / different?



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
OVERARCHING THEMES	ALL ABOUT ME!	FESTIVALS AND CELEBRATIONS	WONDERFUL WINTER!	WATCH ME GROW!	AMAZING ANIMALS	SUMMERTIME!
UNDERSTANDING THE WORLD	<ul style="list-style-type: none"> <li>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. 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.</li> </ul>					
THE NATURAL WORLD	<ul style="list-style-type: none"> <li>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.</li> <li>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</li> <li>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</li> <li>Navigating around our classroom and outdoor areas.</li> <li>Introduce children to different occupations and how they use transport to help them in their jobs.</li> <li>Seasonal change Autumn – signs of Autumn in stories.</li> </ul>	<ul style="list-style-type: none"> <li>Can talk about what they have done with their families during Christmas’ and birthdays in the past.</li> <li>Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based.</li> <li>Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen. Discuss occupations. What other occupation would need a map?</li> <li>Share different cultures versions of famous fairy tales.</li> <li>To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</li> <li>Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need.</li> </ul>	<ul style="list-style-type: none"> <li>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. What can you see, hear?</li> <li>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.- Nature walks.</li> <li>After close observation, draw pictures of the natural world, including animals and plants</li> <li>Winter – seasonal change, stories, signs of Winter and changes in seasons.</li> <li>Bring the outside in if we get any snow or frost – go out and explore and also bring in watch it melt and explore/describe it. Freezing / melting experiments.</li> <li>Look at the North and South Pole and discuss the contrasting climate and landscape there – what lives there? – animal focus. Discuss weather in different climates.</li> </ul>	<ul style="list-style-type: none"> <li>Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there – map work</li> <li>Can children make comments on the weather?</li> <li>Change in living things – Changes in the leaves, weather, seasons</li> <li>Explore the world around us and see how it changes as we enter Spring. Provide opportunities for children to note and record the weather.</li> <li>Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</li> <li>Look for children incorporating their understanding of the seasons and weather in their play.</li> <li>Plant plants and look at habitats in the natural world, baby animals and how they live and grow in nature.</li> </ul>	<ul style="list-style-type: none"> <li>Trip to the zoo (to link with our topic); discuss what we will see on our journey to the park and how we will get there – map work</li> <li>Explore a different country. Discuss the contrasting climate, the weather / landscape.</li> <li>Look at the similarities / differences in this country and another. Encourage the children to make simple comparisons.</li> <li>Look at animals that live in the contrasting country and compare with the locality – link t the zoo trip</li> <li>Use bee-bots on simple maps. Encourage the children to use navigational language.</li> <li>Habitats- animals</li> <li>Encourage them to comment on what their home is like. Show photos of the children’s homes and encourage them to draw comparisons.</li> <li>Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</li> <li>Nocturnal animals. Making sense of different environments and habitats</li> </ul>	<ul style="list-style-type: none"> <li>Trip to the seaside (to link with our topic); discuss what we will see on our journey to the park and how we will get there – map work.</li> <li>Look at the environment of the beach / under the sea. What is the landscape like? What lives there – animal focus?</li> <li>Share non-fiction texts that offer an insight into contrasting environments.</li> <li>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</li> <li>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us.- Link to trip to the beach.</li> <li>Can children differentiate between land and water?</li> </ul>
	Autumn/ Winter - Seasonal Change		Winter Study- Seasonal change	Signs of Spring – Seasonal change	Spring/Summer Seasonal Change	Summer Focus- Seasonal change

WE ENCOURAGE INTERACTIONS WITH THE OUTDOORS TO FOSTER CURIOSITY AND GIVE CHILDREN FREEDOM TO TOUCH, SMELL AND HEAR THE NATURAL WORLD AROUND THEM DURING HANDS-ON EXPERIENCES.



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
OVERARCHING THEMES	ALL ABOUT ME!	FESTIVALS AND CELEBRATIONS	WONDERFUL WINTER!	WATCH ME GROW!	AMAZING ANIMALS	SUMMERTIME

## 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.

## PEOPLE CULTURE AND COMMUNITIES

## RELIGIOUS EDUCATION

OUR RE CURRICULUM AND CATHOLIC ETHOS ENABLES CHILDREN TO DEVELOP A POSITIVE SENSE OF THEMSELVES AND OTHERS AND LEARN HOW TO FORM POSITIVE AND RESPECTFUL RELATIONSHIPS.



<p><b>RE- The Way the Truth and The Life</b> <b><u>God’s World</u></b></p> <ul style="list-style-type: none"> <li>• Know that God made the world.</li> <li>◦Think about all the things God has made for us.</li> <li>• Know that God has asked us to care for the world.</li> <li>◦Think of ways in which we can help to do this.</li> <li>• Know that God loves and cares for each one of us.</li> <li>◦Reflect on what this means for us.</li> <li>• Know that God made each one of us different and special.</li> <li>◦Reflect on how we can thank God for everything.</li> </ul>	<p><b>RE- The Way the Truth and The Life</b> <b><u>God’s Family</u></b></p> <p>Know that the angel Gabriel asked Mary to be the mother of God’s son.</p> <ul style="list-style-type: none"> <li>◦Reflect on Mary’s reply to the angel.</li> <li>• Know that in Advent we prepare to celebrate Christmas.</li> <li>◦Think of ways we can prepare.</li> <li>• Know the story of the birth of Jesus.</li> <li>◦Reflect on how important this is for us.</li> <li>• Know that shepherds were the first to hear about the birth of Jesus.</li> <li>◦Reflect on the good news they received.</li> </ul>	<p><b>RE- The Way the Truth and The Life</b> <b><u>Getting to know Jesus</u></b></p> <ul style="list-style-type: none"> <li>• Know about the loss and finding of Jesus in the Temple.</li> <li>• Reflect on the meaning of this event for Mary and Joseph.</li> <li>• Know that Jesus chose friends to help him.</li> <li>• Be aware that Jesus wants us to help him.</li> <li>• Know that Jesus has great love for each one of us.</li> <li>• Think of ways to show our love for Jesus.</li> <li>• Know that Jesus healed the man at the Pool of Bethesda.</li> <li>• Reflect on how Jesus can help us.</li> </ul>	<p><b>RE- The Way the Truth and The Life</b> <b><u>Sorrow and Joy</u></b></p> <ul style="list-style-type: none"> <li>• Understand that we should try to be kind and not hurt others.</li> <li>◦Reflect on ways to be kind and helpful to others.</li> <li>• Learn to say sorry when we hurt someone and ask Jesus to help us to do this.</li> <li>◦Reflect on ways to do this.</li> <li>• Know that Jesus forgave those who hurt him.</li> <li>◦Be aware that we can forgive other people when they hurt us.</li> <li>• Know that Jesus died on Good Friday but that was not the end.</li> <li>◦Be aware that Good Friday is a sad and happy day for us.</li> </ul>	<p><b>RE- The Way the Truth and The Life</b> <b><u>New Life</u></b></p> <ul style="list-style-type: none"> <li>• Begin to understand that we celebrate Easter because Jesus rose from the dead.</li> <li>◦Be aware that at Easter we celebrate Jesus is with us.</li> <li>• Begin to understand that Jesus gives a special gift of joy and peace.</li> <li>◦Think of how we can give this peace and joy to others.</li> <li>• Know the story of Jesus going back to his Father in heaven.</li> <li>◦Be aware that Jesus is still with us.</li> <li>• Know that Mary is the Mother of Jesus and our Mother.</li> <li>◦Think of ways to show our love for Mary.</li> </ul>	<p><b>RE- The Way the Truth and The Life</b> <b><u>Our Joy</u></b></p> <ul style="list-style-type: none"> <li>• Know that we belong to our Church family.</li> <li>◦Be aware that we can all belong to this family.</li> <li>• Know that the members of the Church are called Christians.</li> <li>◦Be aware we are all welcome in the church.</li> <li>• Know why Sunday is a special day for the Church family.</li> <li>◦Reflect on ways we can pray when we go to church.</li> <li>• Know about the Sacrament of Baptism.</li> <li>◦Be aware that we are all special friends of Jesus.</li> </ul>
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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OVERARCHING THEMES

ALL ABOUT ME!



LIGHT AND DARK!



WONDERFUL WINTER!



LET'S GROW!



AMAZING ANIMALS!



UNDER THE SEA!



UNDERSTANDING THE WORLD

Understanding the world involves guiding children to develop a **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.

THE NATURAL WORLD

<ul style="list-style-type: none"> <li>○ Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Follow / create simple maps. Look at Aerial Photos.</li> <li>○ Know about seasonal change Autumn – signs, stories. Explore this through Forest School. Collect natural objects to sort. Make observations verbally, taking photos etc.</li> <li>○ Talk about what they do with their family and places they have been with their family. Can they draw similarities and make comparisons between other families?</li> <li>○ Visiting Forest School to investigate the environment, compare to our classroom environment.</li> <li>○ Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.</li> </ul>	<ul style="list-style-type: none"> <li>○ Use the Jolly Postman / Jolly Christmas Postman to draw information from a map and begin to understand why maps are so important to postmen. Create their own story maps to show the journey of the postman.</li> <li>○ Road safety – link to police visit – as follow up go on a walk around the school, crossing roads, following a map –create a Emotional mapping – what do I like and not like – take photos - take photos and plot photos to create own maps.</li> <li>○ Nocturnal animals. Making sense of different environments and habitats. Look at them in the school grounds.</li> <li>○ After close observation, draw pictures of the natural world, including animals and plants linked to seasonal change – Autumn.</li> </ul>	<ul style="list-style-type: none"> <li>○ Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</li> <li>○ Know about seasonal change - Winter – stories, signs. Explore this through Forest School. Collect natural objects to sort. Make observations verbally, taking photos etc.</li> <li>○ Bring the outside in if we get any snow or frost – go out and explore and also bring in watch it melt and explore/describe it. Freezing / melting experiments.</li> <li>○ Know about the North and South Pole as a contrasting climate – what is the landscape like there – what lives there – animal focus? How? Discuss weather. Google Earth – how can we identify cold places – what colour might they be – why? Link to climate / weather. Aerial Photos.</li> <li>○ Encourage discussion, describing and commenting on things they have seen whilst outside, including plants and animals.</li> </ul>	<ul style="list-style-type: none"> <li>○ Change in living things – Changes in the leaves, weather, seasons. Life cycles – chicks / butterflies / frogs – link to habitats – Forest School.</li> <li>○ Know about seasonal change - Spring – stories, signs. Explore this through Forest School. Collect natural objects to sort. Make observations verbally, taking photos etc. Provide opportunities for children to note and record the weather.</li> <li>○ Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</li> <li>○ Look for children incorporating their understanding of the seasons and weather in their play.</li> <li>○ Plant plants and look at habitats in the natural world, baby animals and how they live and grow in nature.</li> <li>○ Trip to Farm – look at a rural environment. Discuss the features.</li> <li>○ Journey sicks</li> </ul>	<ul style="list-style-type: none"> <li>• Use Handa's Surprise to explore a hot country - Africa. Identify on Google Earth / look at Aerial photos - Discuss the contrasting climate, the weather / landscape – animal focus – plot on world map display.</li> <li>• Look at the similarities / differences in this country and Africa. Encourage the children to make simple comparisons. Can children make comments on the weather, culture, clothing, housing.</li> <li>• Trip to Knowsley Safari Park - discuss what we will see on our journey – map work and features.</li> <li>• Use bee-bots on simple maps. Encourage the children to use navigational language.</li> <li>• Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</li> <li>• Can children differentiate between land and water?</li> </ul>	<ul style="list-style-type: none"> <li>○ Materials: Floating / Sinking – boat building Metallic / non-metallic objects. Experiment.</li> <li>○ Share non-fiction texts that offer an insight into contrasting environments.</li> <li>○ Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</li> <li>○ Look at the environment of under the sea. Children share their experiences – visit Blue Planet Aquarium. Different waters i.e. cold seas, pacific ocean - what lives there – animal focus?</li> <li>○ Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals – focus on sea pollution. Create opportunities to discuss how we care for the natural world around us.</li> </ul>
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WE ENCOURAGE INTERACTIONS WITH THE OUTDOORS TO FOSTER CURIOSITY AND GIVE CHILDREN FREEDOM TO TOUCH, SMELL AND HEAR THE NATURAL WORLD AROUND THEM DURING HANDS-ON EXPERIENCES.

WE USE OUR FOREST SCHOOL AND OUTDOOR PROVISION TO PROVIDE FIRST HAND EXPERIENCES OF THE NATURAL WORLD

Fieldwork – Navigating the classroom and school grounds. Birkenhead Park – seasonal change

Fieldwork – Walk in surrounding school area – road safety/post Santa letters – map journey (urban)

Fieldwork –

Fieldwork – Trip to the farm – identify the features of a rural place. Link tot baby animals. Rural.

Fieldwork – Visit Knowsley Safari Park / Chester Zoo – what are the features of the Safari Park, map the route.

Fieldwork – Trip to the beach– plot different under the sea on world map

Autumn Focus looking at seasonal change

Winter Study

Signs of Spring

Summer Focus

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
OVERARCHING THEMES	 ALL ABOUT ME!	 FESTIVALS AND CELEBRATIONS	 WONDERFUL WINTER!	 WATCH ME GROW!	 AMAZING ANIMALS	 SUMMERTIME
UNDERSTANDING THE WORLD	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. 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>					
SCIENCE	<p><b>Humans:</b></p> <ul style="list-style-type: none"> <li>Describe people who are familiar to them</li> <li>Learn about how to take care of themselves</li> </ul> <p><b>Sounds:</b></p> <ul style="list-style-type: none"> <li>Listen to sounds outside and identify the source</li> <li>Make sounds</li> </ul> <p><b>Seasonal change:</b></p> <ul style="list-style-type: none"> <li>Play and explore outside in all seasons and in different weather</li> <li>Observe living things throughout the year</li> </ul>	<p><b>Light:</b></p> <ul style="list-style-type: none"> <li>Explore shadows</li> <li>Explore rainbows</li> </ul> <p><b>Earth and space</b></p> <ul style="list-style-type: none"> <li>Learn about the Earth, Sun, Moon, planets and stars</li> <li>Learn about space travel</li> </ul> <p><b>Seasonal change:</b></p> <ul style="list-style-type: none"> <li>Play and explore outside in all seasons and in different weather</li> <li>Observe living things throughout the year</li> </ul>	<p><b>Materials including changing materials</b></p> <ul style="list-style-type: none"> <li>Explore a range of materials, including natural materials</li> <li>Make objects from different materials, including natural materials</li> <li>Observe, measure and record how materials change when heated and cooled</li> <li>Compare how materials change over time and in different conditions</li> </ul> <p><b>Seasonal change:</b></p> <ul style="list-style-type: none"> <li>Play and explore outside in all seasons and in different weather</li> <li>Observe living things throughout the year</li> </ul>	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>Explore the plants in the surrounding natural environment</li> <li>Explore plants and animals in a contrasting natural environment</li> </ul> <p><b>Seasonal change:</b></p> <ul style="list-style-type: none"> <li>Play and explore outside in all seasons and in different weather</li> <li>Observe living things throughout the year</li> </ul>	<p><b>Animals excluding humans</b></p> <ul style="list-style-type: none"> <li>Name and describe animals that live in different habitats.</li> <li>Describe different habitats</li> </ul> <p><b>Living things and their habitats:</b></p> <ul style="list-style-type: none"> <li>Explore the animals in the surrounding natural environment</li> <li>Explore plants and animals in a contrasting natural environment</li> </ul> <p><b>Seasonal change:</b></p> <ul style="list-style-type: none"> <li>Play and explore outside in all seasons and in different weather</li> <li>Observe living things throughout the year</li> </ul>	<p><b>Forces:</b></p> <ul style="list-style-type: none"> <li>Explore how to change how things work</li> <li>Explore how the wind can move objects</li> <li>Explore how objects move in water</li> </ul> <p><b>Seasonal change:</b></p> <ul style="list-style-type: none"> <li>Play and explore outside in all seasons and in different weather</li> <li>Observe living things throughout the year</li> </ul>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
OVERARCHING THEMES	 ALL ABOUT ME!	 FESTIVALS AND CELEBRATIONS	 WONDERFUL WINTER!	 WATCH ME GROW!	 AMAZING ANIMALS	 SUMMERTIME
UNDERSTANDING THE WORLD	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. 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>					
LINKS TO COMPUTING	<p><b>Healthy Living/Our Body</b></p> <p>BBC Science Human Body -Use the videos and activities to learn about the human body.</p> <p>Mark Making- drawing pictures of different fruits and vegetables. Use the interactive whiteboard or iPad for mark marking to communicate their ideas.</p>	<p><b>Light and Dark/ opposites</b></p> <p>Taking photos in the dark- use an iPad to capture still and moving images</p> <p>Nico and Nor shadow play- Pupils to stimulate shadow by positioning objects and changing the light sources.</p> <p>Pic collage app- Present information about light sources combining text and photos.</p>	<p><b>Mini Beasts/ Animals/ Vets</b></p> <ul style="list-style-type: none"> <li>-Peek a zoo App</li> <li>-EYFS animal music videos</li> <li>-Infant Encyclopaedia : Nocturnal Animals</li> <li>-BBC Science Habitats and the environment <ul style="list-style-type: none"> <li>- BBC Science Animals</li> <li>- Animals in the local habitat</li> </ul> </li> <li>- Mark Making- drawing pictures of different animals</li> <li>- Mark marking with stickers using Doodle Buddy App</li> <li>- Draw and Tell App- create pictures of animals and mini beasts and record the children speaking about their artwork.</li> </ul>			
<p>DESPITE COMPUTING NOT BEING EXPLICITLY MENTIONED WITHIN THE EYFS STATUTORY FRAMEWORK WE PROVIDE OUR CHILDREN WITH OPPORTUNITIES FOR YOUNG CHILDREN TO USE TECHNOLOGY LINKING TO OUR TOPICS.</p>						



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
OVERARCHING THEMES	 ALL ABOUT ME!	 FESTIVALS AND CELEBRATIONS	 WONDERFUL WINTER!	 WATCH ME GROW!	 AMAZING ANIMALS	 SUMMERTIME!
<b>EXPRESSIVE ARTS AND DESIGN</b> BEING IMAGINATIVE AND EXPRESSIVE -ROLE PLAY  <b>CREATING WITH MATERIALS</b> PAINTING, DRAWING, 3D MODELLING, MESSY PLAY, COLLAGE, CUTTING, DRAMA, ROLE PLAY, THREADING, CLAY SCULPTURES, DIGITAL MEDIA LOTS OF LINKS TO FINE MOTOR SKILLS. CHILDREN TO EXPLAIN THEIR WORK TO OTHERS- EVALUATING AND DEVELOPING WORK. 	<p>The development of children’s artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>					
	<b>Role Play:</b> <ul style="list-style-type: none"> <li>• People who help us</li> <li>• Home Corner</li> </ul> <b>Exploring and developing ideas:</b> Selects tools and techniques needed to shape, assemble and join materials they are using. <i>(3D junk models)</i> <b>Drawing:</b> Create simple representations of events, people and objects. - <i>(Self Portraits Artist study- )</i> Chooses particular colours to use for a purpose. Explores what happens when they mix colours.	<b>Role Play:</b> <ul style="list-style-type: none"> <li>• Fire Brigade</li> <li>• Santa’s workshop</li> </ul> <b>Paint</b> Captures experiences and responses with a range of media. <i>(Firework pictures)</i> <b>Digital Media</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. - <i>(Christmas Cards)</i> <b>3D sculpture</b> <i>(Diva Lamps)</i> <b>Printing</b> They recognise, create and describe patterns. - <i>(Rangoli Patterns)</i>	<b>Role Play:</b> <ul style="list-style-type: none"> <li>• Chinese restaurant</li> <li>• Little Red Riding Hood Grandma’s House</li> </ul> <b>Printing</b> They recognise, create and describe patterns. <i>(Chinese New Year of the Rabbit printing)</i> <b>3D Sculpture:</b> Beginning to be interested in and describe the texture of things. Experiments to create different textures. <i>(Chinese Lanterns)</i> <b>Paint</b> Captures experiences and responses with a range of media. <i>(Ice painting)</i> <i>(Painting on foil – Artist Study- Van Gough Starry Night)</i>	<b>Role Play:</b> <ul style="list-style-type: none"> <li>• Garden Centre</li> <li>• Doctors</li> </ul> <b>Drawing:</b> Create simple representations of events, people and objects. <i>(Observational drawings/still life - daffodils)</i> <b>Paint</b> Captures experiences and responses with a range of media. <i>(Sunflowers – Artist study : Van Gough)</i> <b>Evaluating and Developing work</b> Selects appropriate resources and adapts work where necessary. <b>Printing</b> They recognise, create and describe patterns. <i>(Flower print art)</i>	<b>Role Play:</b> <ul style="list-style-type: none"> <li>• Safari</li> <li>• Travel agents</li> </ul> <b>Printing</b> They recognise, create and describe patterns. (animal prints/patterns) <b>Paint</b> Captures experiences and responses with a range of media. <i>(Illustrator study- the art of Eric Carle- Animals)</i> <b>Drawing:</b> Create simple representations of events, people and objects. <i>(Shadow drawing/observational drawing animals and their silhouettes)</i>	<b>Role Play:</b> <ul style="list-style-type: none"> <li>• Seaside</li> <li>• Ice cream shop</li> </ul> <b>Colour</b> Chooses particular colours to use for a purpose. Explores what happens when they mix colours. <i>(Seaside art/seaside landscapes)</i> <b>Exploring and developing ideas:</b> Selects tools and techniques needed to shape, assemble and join materials they are using. <i>(Recyclable art)</i> <b>Colour</b> 



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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OVERARCHING THEMES	ALL ABOUT ME! 	FESTIVALS AND CELEBRATIONS 	WONDERFUL WINTER! 	WATCH ME GROW! 	AMAZING ANIMALS 	SUMMERTIME! 
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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.

<p>EXPRESSIVE ARTS AND DESIGN</p> <p>BEING IMAGINATIVE AND EXPRESSIVE</p> <p>MOVING TO MUSIC, FOLLOWING MUSIC PATTERNS WITH INSTRUMENTS, SINGING SONGS LINKED TO TOPICS, MAKING INSTRUMENTS, PERCUSSION.</p> <p>CHILDREN WILL HAVE OPPORTUNITIES TO LEARN AND PERFORM SONGS, NURSERY RHYMES AND POETRY LINKED TO THEIR WORK / INTERESTS AND PASSIONS AND DURING BEAT BABY.</p>	<p><b>Charanga – Me!</b> Learn to sing nursery rhymes and action songs:</p> <p>Pat-a-cake 1, 2, 3, 4, 5, Once... This Old Man Five Little Ducks Name Song Things For Fingers</p> <p>Musical learning focus: 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</p>	<p><b>Charanga – My Stories</b> Learn to sing nursery rhymes and action songs:</p> <p>I’m A Little Teapot The Grand Old Duke Of York Ring O’ Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p> <p>Musical learning focus: 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</p>	<p><b>Charanga – Everyone!</b> Learn to sing nursery rhymes and action songs:</p> <p>Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys... Twinkle Twinkle If You’re Happy... Head, Shoulders...</p> <p>Musical learning focus Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place</p>	<p><b>Charanga – Our World!</b> Learn to sing nursery rhymes and action songs:</p> <p>Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p> <p>Musical learning focus Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place</p>	<p><b>Charanga – Big Bear Funk!</b> Big Bear Funk is a transition unit that prepares children for their musical learning in Year 1/ages 5-6.</p> <p>Musical learning focus: 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</p>	<p><b>Charanga – Reflect, rewind, Replay</b> Consolidates the learning that has occurred during the year. Revisiting chosen nursery rhymes and songs, a context for the History of Music and the very beginnings of the Language of Music.</p> <p>Musical learning focus: Listen and Appraise Embed the foundations of the interrelated dimensions of music using voices and instruments Sing and revisit nursery rhymes and action songs Play instruments Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place</p>
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# 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><b>ELG: Listening, Attention and Understanding</b></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><b>ELG: Speaking</b></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><b>ELG: Self-Regulation</b></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><b>ELG: Managing Self</b></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><b>ELG: Building Relationships</b></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.</p>	 <p><b>ELG: Gross Motor Skills</b></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><b>ELG: Fine Motor Skills</b></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><b>ELG: Comprehension</b></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><b>ELG: Word Reading</b></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><b>ELG: Writing</b></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><b>ELG: Number</b></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><b>ELG: Numerical Patterns</b></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><b>ELG: Past and Present</b></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><b>ELG: People, Culture and Communities</b></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 experiences 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><b>ELG: The Natural World</b></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><b>ELG: Creating with Materials</b></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><b>ELG: Being Imaginative and Expressive</b></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>
<p><b>ASSESSMENT OPPORTUNITIES THROUGHOUT THE YEAR</b></p>	<p>Reception Baseline Assessment data - to be completed in the first 6 weeks of Foundation 2. - (National Assessment)</p> <p>Little Wandle Assessments</p> <p>Parents Evening</p>	<p>RBA analysis</p> <p>Pupil progress meetings</p> <p>EYFS team meetings</p> <p>In house moderation</p> <p>Little Wandle Assessments</p>	<p>Cluster moderation</p> <p>EYFS team meetings</p> <p>Little Wandle Assessments</p>	<p>Pupil progress meetings</p> <p>Parents evening info</p> <p>EYFS team meetings</p> <p>Little Wandle Assessments</p>	<p>EYFS team meetings</p> <p>Little Wandle Assessments</p>	<p>Pupil progress meetings</p> <p>Parent reports</p> <p>EYFS team meetings</p> <p>ELG data</p>