

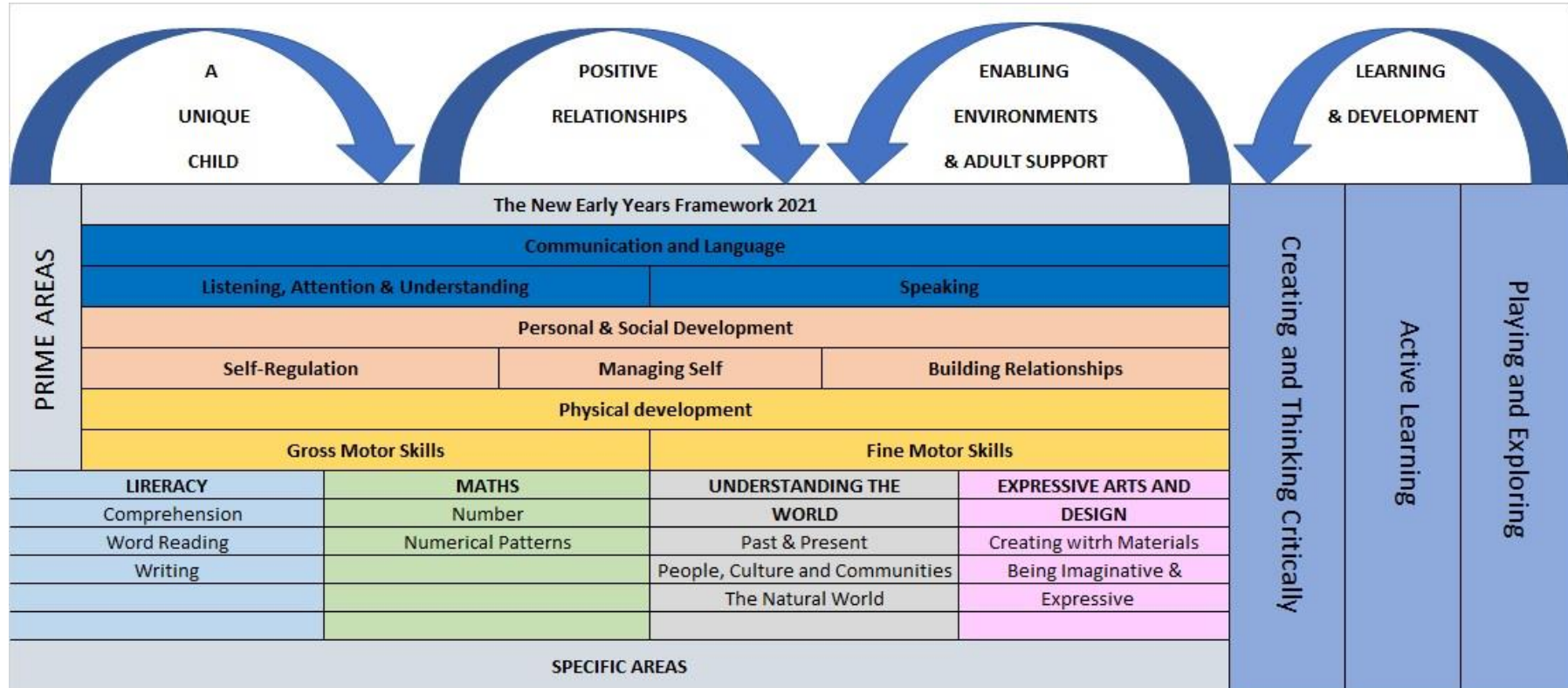
St Mary's Catholic Primary School

Early Years Curriculum Plan

Educate, Protect, Love, Serve

Our Vision Statement

With the love of Jesus and the inspiration of Mary at our heart, we will be the best we can be. At St. Mary's we provide every member of our school family with the opportunity to achieve academically and thrive spiritually and socially.



Curriculum Intent

At St Marys we offer a curriculum rich in wonder and memorable experiences.

We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration and a real love of learning.

It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which promotes the Catholic ethos and gospel values.

We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

We understand that play is an integral part of learning and this is at the heart of our Early Years curriculum. We believe that the correct mix of adult directed and child-initiated play ensures the best outcomes.

Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.

We recognise the crucial role that Early Years education has to play in providing firm foundations upon which the rest of a child's

Curriculum Implementation

At St Marys we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all our children.

We prioritise creating a language rich environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics through the ReadWrite Inc. programme. In reception we follow Power Maths where children develop their mathematical thinking through direct teaching and exploration. In the nursery children follow the progression through Developmental Matters with daily counting and rhymes. We want children to become confident mathematicians who can apply what they have learnt to real life experiences.

We are part of The Plymouth Oracy Project focusing on children being able to talk about what they are learning and use talk to

Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions.

The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive planning each half term to inform them of what their child is learning and how they can support this at home. We use ClassDojo to message parents so they can engage in their child's learning and share experiences.







As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals. These judgements are made on the basis of accumulative observations and in-depth knowledge of the children through ongoing assessments. These are then used to inform planning, interventions and next steps in teaching and learning for all children throughout the year.

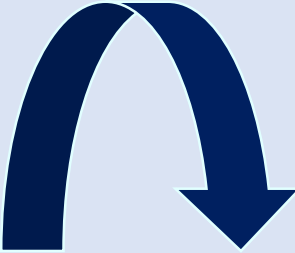
Curriculum Impact

Our curriculum and its delivery ensure that children, from their starting points make good progress. During their time with us children make progress towards the national expectation for a Good Level of Development (GLD) at the end of the reception year. Pupils also make good progress towards their age-related expectations both academically and socially, developing a sense of themselves before going into Year One. Children develop their Characteristics of Learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing.

We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and rigorous ongoing assessments

Nursery and Reception Long Term Plan

	 Autumn 1	 Autumn 2	 Spring 1	 Spring 2	 Summer 1	 Summer 2
General Themes	All About me! What makes me special? Starting school / my new class / New Beginnings Superheroes People who help us / Staying healthy / Food / Human body and our senses How have I changed? My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe	Autumn is Here! How do we know autumn is here? Talk about Seasonal Changes Harvest Climates/hibernation Night and day animals Bonfire/firework safety Diwali Christmas/Nativity Forces push and pull My toys- how our toys have changed	Material Differences What is it made of? Why? Exploring different materials Freezing and cooling Heating Winter- contrasting place Antarctica	Growing! What's growing in the garden? Life cycles Baby animals Planting seeds Plants and Flowers around school	Paws, Claws and Whiskers Who takes care of the animals? Our pets Animal needs Looking after animals Animal environments- the jungle Taking care of our environment Animal patterns	Journeys Where shall we go? Where do we live in the UK / world? Vehicles past and Present Off on holiday / clothes Where in the world shall we go? Hot countries-contrasting place Handa's Surprise/Africa. Link to RE Universal World
Linked Key Texts	Goldilocks and the Three Bears Owl Babies Once there were Giants The Colour Monster The Rainbow Fish Funny Bones Kippers Birthday Non-fiction- People Who Help Us.	The Little Red Hen Stickman The Enormous Turnip Kippers Toybox Christmas Story / Nativity Rama and Sita	Lost and Found The Three Little Pigs or The Gingerbread Man Non-fiction Winter Instructions to make a bird feeder	Jack and the Beanstalk Jaspers Beanstalk Non-fiction Life cycle of a frog Life cycle of a bean Were Going on a Egg Hunt	The Very Hungry Caterpillar Rosies Walk The Gruffalo The Tiger Who came to Tea Mog and the V.E.T	Whatever Next The Train Ride We're Going on a Bear Hunt
'Wow' moments /	Police/Firefighter visit Birthdays Memory books What do I want to be when I grow up? Video for parents.	Trip to the woods to discover Autumn Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Children in Need	Winter walks, observations and scavenger hunts looking for signs of winter. Building houses using different materials Baking own Gingerbread Men	Spring walks, observations and scavenger hunts looking for signs of spring. Building nests using different materials Planting seeds	Visit to Newquay Zoo	Visit to Bodmin and Wenford Station to ride steam train Walk around Bodmin Sports Day Teddy Bears Picnic Nursery Graduation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me! <i>Courage/forgiveness</i> <i>Health</i>	Autumn is Here <i>Peace</i> <i>Health</i>	Material Differences <i>Compassion</i> <i>Honesty</i>	Growing! <i>Integrity/kindness</i> <i>Honesty</i>	Paws Claws and whiskers <i>Humility</i> <i>Play</i>	Journeys <i>Humility</i> <i>Play</i>
<p>The characteristics of effective teaching and learning</p> <p>Over Arching Principles</p> 	<p><u>Characteristics of Effective Learning</u></p> <p><u>Playing and exploring:</u> - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><u>Active learning:</u> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><u>Creating and thinking critically:</u> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
	<p><u>Unique Child:</u> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><u>Positive Relationships:</u> Children learn to be strong and independent through positive relationships</p> <p><u>Enabling environments:</u> Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.</p> <p><u>Learning and Development:</u> Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p>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.</p> <p style="text-align: center;"><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></p>					



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Autumn is Here!	Material Differences	Growing!	Paws, Claws and whiskers	Journeys
<p>Communication and Language</p> <p>Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.</p>	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
<p>Nursery Focus</p>	<p>Respond to my name and change my activity when encouraged</p> <p>Talk about themselves and their families</p> <p>Follow simple instructions with visuals</p> <p>Listen and respond to adults and peers</p> <p>Talk about their feelings using words like ‘happy’, sad, worried, angry</p> <p>Understand gradually how others might be feeling.</p> <p>Develop communication that can be understood by others.</p> <p>Listen to and remember stories</p>	<p>Sing a large repertoire of songs</p> <p>Know many rhymes, be able to talk about familiar books, be able to tell a long story</p> <p>Develop their pronunciation but may have problems with r, j,th,ch and sh.</p> <p>Listen to and follow simple instructions</p> <p>Know that stories have a beginning, middle and end</p>	<p>Speak in 2/3/4 word sentences that can be understood by others</p> <p>Understand simple questions and answer appropriately</p> <p>Express desires, feelings and needs</p> <p>Begin to hold two-way conversations with adults and peers</p> <p>Enjoy listening to longer stories and remember much of what happens.</p> <p>Retell The Gingerbread Man using pictures and puppets.</p> <p>Start to use a wider vocabulary in the correct context</p>	<p>Listen to and retain key vocabulary in stories</p> <p>Begin to understand and ask why and how questions</p> <p>Remember and use new words taught</p> <p>Engage in imaginary role-play sometimes building stories around objects and toys</p> <p>Pay attention to more than one thing at a time.</p> <p>Use longer sentences of 4 to 6 words</p> <p>Develop communication but may have problems with irregular tenses and plurals.</p> <p>Express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>	<p>Explain my own thinking/ideas</p> <p>Describe the story settings, characters and the structure of the story.</p> <p>Join in with the repeated lines and refrains saying or singing words confidently and clearly.</p> <p>Able to answer questions related to a story.</p> <p>Use connectives for example Once upon a time, and then.</p> <p>Use language as a powerful means of widening contacts and sharing feelings</p> <p>Answer questions and share opinions using the relevant vocabulary.</p> <p>Understand instructions and commands</p>	<p>Communicate effectively with peers and adults</p> <p>Understand a question or instruction that has 2 parts</p> <p>Anticipate key events in stories</p> <p>Sequence familiar rhymes and say what happens next in a story.</p> <p>Take turns in small groups</p> <p>Ask simple questions and wait for a response</p> <p>Understand ‘why’ questions</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves in their play.</p>

Specific Foci each half term although all learning statements are ongoing throughout the Year in both Nursery and Reception

Reception Focus

Understand how to listen carefully and why listening is important
Engage in story times.
Describe a story and non-fiction texts
Ask questions to find out more and to check they understand what has been said to them
Learn New Vocabulary and use this new vocabulary throughout the day.

Develop social phrases-
Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"
Talk confidently about themselves.

Develop and use new vocabulary throughout the day and in context.
Begin to talk about why things happen using new vocabulary learnt.
Following instructions
Takes part in class discussion following talking rules.
Articulate ideas and thoughts in well-formed sentences
Describe events in some detail.
Engage in Non-Fiction books
Connect one idea or action to another using a range of connectives.
Listen carefully to rhymes and songs paying attention to how they sound.

Retell a story with story language; some as exact repetitions and some in their own words
Describe familiar texts with detail and using full sentences.
Ask questions to find out more and to check their understanding of what has been said to them.
Listen to and talk about stories to build familiarity and understanding.
Learn rhymes, poems and songs.
Engage in non-fiction books to develop deep familiarity with new knowledge and vocabulary.

Describe events in detail using time connectives
Sustain focus when listening to a story Re-tell familiar stories with some exact repetition and some in their own words
Learn New Vocabulary and use this new vocabulary throughout the day.
Engage in non-fiction books to develop deep familiarity with new knowledge and vocabulary
Know different features of texts
Talk confidently about why things happen using new vocabulary learnt.
Engage in meaningful conversations with others.
Use new vocabulary in different contexts.
Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

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 New Vocabulary and use this new vocabulary throughout the day.
Hold a conversation when engaged in back-and-forth exchanges with adults and peers.
Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Be able to give facts about a specific subject.
Make comments about what they have heard and ask questions to clarify their understanding
Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems.

Oracy for learning

The skills of oracy support all areas of learning. Below is a table of progression for nursery and reception which compliment the above plan for Communication and Language

	Physical	Linguistic	Cognitive	Social and Emotional
Nursery Focus	<p>To be able to produce voice in order to articulate words</p> <p>To use intonation rhythm and phrasing to make the meaning clear to others</p>	<p>To build up vocabulary that reflects the breadth of their experiences</p> <p>To be able to put 4 to 6 words together to make a sentence, with some immaturities 9e.g. me want more juice)</p>	<p>To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences (Blank level 3)</p> <p>Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions</p>	<p>Use talk to organise themselves and their play e.g. lets go on the bus, you sit there and I'll be the driver.</p> <p>To start to a conversation with an adult or a friend and continue it for many turns</p> <p>To be able to follow verbal directions/instructions without being shown</p>
Reception Focus	<p>To be able to produce voice to articulate thought.</p> <p>To be able to produce developmentally appropriate sounds (e.g. th, j)</p>	<p>Offer explanations to why things might happen, making use of recently introduced vocabulary.</p> <p>Use of past, present and future tenses and making use of conjunctions with support.</p>	<p>Articulate their ideas and thoughts in well formed sentences.</p> <p>Connect one idea or action to another using connectives.</p> <p>To answer 'how' and 'why' questions using 'because'</p> <p>Blank level 4</p>	<p>Express their ideas and feelings about their experiences using full sentences. Participates in small group class and 1:1 discussion, offering their own ideas and new vocabulary.</p> <p>To take account of one another's ideas about how to organise their activity</p> <p>Develop social phases.</p>



	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
General Themes	All About me!	Autumn is Here!	Material Differences	Growing!	Paws, Claws and Whiskers	Journeys
Personal, Social and Emotional Development	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
Nursery Focus	<p>Separate from main carer and learn to adapt to the nursery environment</p> <p>Approach adults in Nursery when needed</p> <p>Increasingly follow rules,</p> <p>Talk about my feelings using key vocabulary such as 'happy', 'sad', 'angry' or 'worried'.</p> <p>Wash my hands after using the toilet</p> <p>Show an awareness of the importance of oral health</p>	<p>Follow the daily routines and nursery rules</p> <p>Understand why rules are important</p> <p>Follow the behaviour expectations in nursery</p> <p>Talk with others to solve conflicts</p> <p>Select and use activities and resources with help when needed.</p> <p>Ask an adult for help</p> <p>Put on my coat and use a zip</p>	<p>Share resources and play in a group</p> <p>Take turns whilst playing and wait patiently for my turn</p> <p>Be more outgoing with unfamiliar people, in the safe context of the Nursery Classroom.</p> <p>Develop appropriate ways of being assertive</p> <p>Listen to and follow set rules</p> <p>Know how to look after the resources in nursery</p>	<p>Remember rules without needing an adult to remind me</p> <p>Begin to understand how others might be feeling and that they might need help</p> <p>Meet my own care needs including, toileting, handwashing and drying my hands.</p> <p>Make healthy choices about food, drink and activity</p> <p>Be independent to access and explore the nursery environment</p>	<p>Initiate play with my friends and keep play going by giving ideas</p> <p>Become more confident with unfamiliar people</p> <p>Be confident in new social situations</p> <p>Find solutions to conflicts</p> <p>Show awareness of how others may be feeling</p> <p>Know how to play nicely and the importance of sharing and taking turns</p> <p>Know what to do if I am upset or cross</p>	<p>Talk confidently to peers and adults</p> <p>Begin to be assertive towards others</p> <p>Know how to talk politely and understand what is appropriate</p> <p>Remember to always be kind</p> <p>Know that people show emotions in different ways</p> <p>Play in a small group extending and elaborating play ideas and find solutions to conflicts</p>

Specific Foci each half term although all learning statements are ongoing throughout the Year in both Nursery and Reception						
<p style="text-align: center;">Reception Focus</p>	<p>Understand Class Rules and Routines See themselves as a valuable individual Build Constructive and respectful relationships with both adults and peers Know and demonstrate friendly behaviour Understand how to be a good friend Manage their own personal hygiene. Know and talk about the different factors that support their overall health and wellbeing – physical activity Healthy Eating Toothbrushing Being a safe pedestrian. Express feelings and consider the feelings of others I can identify and moderate my feelings socially and emotionally</p>	<p>Remember rules without being reminded How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it. Identify and moderate their own feelings socially and emotionally. Think about the perspective of others. Show resilience and perseverance in the face of challenge Know how to join in with whole group activities Know important dates in their lives. Give focussed attention and respond appropriately</p>	<p>Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios Show sensitivity towards others Build Constructive and respectful relationships with both adults and peers Understand how to make the right choices and the consequences of not making the right choice To talk about how we could make better choices</p>	<p>To know what makes a good friend To carry out random acts of Kindness Understand that people need help and identify ways of being helpful to others and how this will make them feel. Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on Talk about the effect their behaviour has on others</p>	<p>Be confident to try new activities Show independence, resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, control immediate impulses tidy up after ourselves and so on. Know how to look after our planet and living things Show an understanding of their own feelings and those of others. Begin to regulate behaviour accordingly Can work and play cooperatively and take turns with others Show sensitivity to their own and others' needs</p>	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly Taking part in sports day - Winning and loosing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. Set and work towards simple goals. Confident to manage own basic hygiene and personal needs. Can dress and undress independently for PE Form positive attachments to adults and friendships with peers</p>
<p style="text-align: center;">Living Life to the Full</p>		<p>Story sessions Handmade With Love I Am Me Head, Shoulders, Knees and Toes. Ready Teddy?</p>	<p>I Like, You Like, We Like Good Feelings, Bad Feelings Let's Get Real</p>	<p>Growing Up</p>	<p>Role Model Who's Who? You've Got A Friend in Me Forever Friends</p>	<p>Safe Inside and Out My Body, My Rules</p>



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Autumn is Here!	Material Differences	Growing!	Paws, Claws and Whiskers	Journeys
Physical development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Nursery Focus	<p>Continue to develop their movement, balancing, riding and ball skills</p> <p>Go up steps and stairs or climb up apparatus, using alternate feet</p> <p>Be increasingly independent as they get dressed/undressed, putting on coats and doing up zips.</p> <p>Show a preference for a dominant hand</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks</p> <p>Use one-handed tools and equipment-make snips in paper with scissors Threading, weaving, playdough</p>	<p>Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip</p> <p>Match their developing physical skills to tasks and activities in the setting</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues</p> <p>Start taking part in some group activities which they make up for themselves, or in teams</p> <p>Se one-handed tools and equipment-scissors, tweezers, hammers</p> <p>Be independent to put on their coat and doing up zips</p>	<p>Match their developing physical skills to tasks and activities in the setting, for example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Choose the right resources to carry out their own plan, for example, choosing a spade to enlarge a small hole they dug with a trowel</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</p> <p>Use a comfortable grip with good control when holding pens and pencils</p> <p>be increasingly independent as they get dressed and undressed.</p>			

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Reception Focus	<p>Develop skills to manage the school day</p> <p>Revise and refine the fundamental movement skills they have already acquired-rolling, crawling, walking, running, hopping, skipping, climbing</p> <p>Confidently use a range of large and small apparatus indoors and outdoors, alone and in a group</p> <p>Develop fine motor skills using a range of tools competently, safely and confidently-pencils, paintbrushes, scissors, knives, forks, spoons</p> <p>be increasingly independent in meeting their own care needs, brushing teeth, using toilet, washing and drying hands</p> <p>Know how to be a safe pedestrian</p>		<p>Progress towards a more fluent style of moving, with developing grace and control, combining movements with ease and fluency</p> <p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming</p> <p>Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor</p> <p>Develop their small motor skills so they can use a range of tools competently, safely and confidently including pencils, brushes, scissors, cutlery</p> <p>Make healthy choices about food and drink</p> <p>Develop skills needed to manage the school day-meal times' lining up and queueing , personal hygiene</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, hopping, skipping and climbing</p> <p>Hold a pencil effectively in preparation for fluent writing-using tripod grip in almost all cases</p> <p>Use a range of small tools</p> <p>Begin to show accuracy and care when drawing</p> <p>Know and talk about different factors that support their overall health and well being-exercise, healthy eating, brushing teeth, screen time, sleep routine, safe pedestrian</p>	
Arena PE	<p>EYFS Fundamentals 1</p> <p>EYFS Gymnastics 1</p> <p>Revise and refine fundamental movement skills of jumping, running, moving in different directions and pathways, awareness of space balance and following instructions.</p>	<p>EYFS Fundamentals 2</p> <p>Move in different directions and pathways. Follow instructions and show awareness of space</p> <p>EYFS Gymnastics 2</p> <p>Develop body strength, coordination, balance and agility</p>	<p>EYFS Games 1</p> <p>Develop a range of ball skills including bounce and pass</p> <p>Dance – Create and perform a dance phrase</p>	<p>EYFS Games 2</p> <p>Send/receive an object towards a target or partner</p> <p>Dance – Three Little Pigs</p> <p>Move confidently in a variety of ways, negotiating space</p>	<p>Fundamental Athletics 1</p> <p>Move in different ways and speeds changing direction. Run, jump and throw</p> <p>Dance – Create different shapes. Practice and perform a sequence of movements</p>	<p>Fundamental Athletics 2</p> <p>Negotiate obstacles. Jump for distance. Relay races</p> <p>Striking and Fielding</p> <p>Throw underarm, control a ball with a tennis racket, throw overarm</p>



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Autumn is Here!	Material Differences	Growing!	Paws, Claws and whiskers	Journeys
Literacy Comprehension – Developing a passion for reading	<p>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)</p>					
	Nursery					
	Fill in missing words from well-known rhymes Show a preference for a book or a song or a rhyme. Repeat vocabulary in the context of a story	Show enjoyment for stories about familiar people Hold a book, turn the pages and indicate an understanding of pictures and print. Know that print has meaning and different purpose	Begin to be aware of the way stories are structured. Show interest in illustrations and print in books and print in the environment. Talk about and retell a range of familiar stories.	Describe main story settings, events and principal characters. Make suggestions about what might happen next in a story Talk about different parts of a story.	Talk about events and characters in a book Suggest how a story might end –make predictions about a story Join in with repetition and refrains.	Describe main story settings, events and principal characters. Tell a story to friends Turn pages accurately in a book. Make predictions about a story using the relevant vocabulary
Word Knowledge	Join in with rhymes and stories Recognise familiar logos and labels within the environment	Identify rhymes. Join in with the rhythm of well-known rhymes and songs. Notice and repeat sounds Identify letters in their name	Understands that print has meaning Hold a book the right way up and turn pages by myself	Know that print can have different purposes Know the names of the different parts of a book	Know that we read English text from left to right and from top to bottom Identify signs and symbols in the environment and recall what they mean.	Engage in extended conversations about stories, learning new vocabulary.
Phonics Children will be working in separate groups –	Children to work on naming objects Spot and suggest rhymes	Children to focus on key texts to increase vocabulary knowledge Count or clap syllables in a word. Recognise words with the same initial sound.	Children to look at rhyming stories and games Find and identify familiar letters. Know that each letter makes a sound	Children to begin oral blending playing different 'Fred Games' linked to Read Write Inc Identify pictures linked to RWI sound.	Children to learn the pictures which are on the RWI sound cards – Mountain, apple, snake etc Begin to identify some sounds-oral blending	Children who are ready - to be formally taught Set One Sounds Focus on oral blending Blend familiar CVC words

<h1>Reception</h1>						
<h2 style="font-size: 2em; margin: 0;">Literacy</h2> <p style="margin-top: 20px;">Comprehension – Developing a passion for reading</p>	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Vote for a story</p> <p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book</p> <p>Demonstrates an understanding of what has been read to them by asking and answering questions about stories</p>	<p>Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories.</p> <p>Sequence story – use vocabulary of beginning, middle and end.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Enjoys an increasing range of books</p> <p>Anticipates key events in stories and can predict what might happen next</p> <p>Repeats vocabulary in a context of a story.</p>	<p>Make up stories with themselves as the main character.</p> <p>Record stories through picture drawing/mark making.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI.</p> <p>Repeat words and familiar phrases from stories</p> <p>Use modelled vocabulary during role play or small world.</p>	<p>Non-fiction books about garden/plants and growing.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Sequencing familiar stories through the use of pictures to tell the story</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Seek familiar texts and stories to read in play</p>	<p>Explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p> <p>Sequencing familiar stories through the use of pictures to tell the story.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Share a favourite book with a peer, retelling the story in their own way repeating well know phrases from the text.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play</p>	<p>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions. Anticipate, where appropriate, key events in a story.</p> <p>Begin to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</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>
<h2 style="font-size: 2em; margin: 0;">Phonics</h2> <p style="margin-top: 10px;">Children will be working in different groups for Read Write Inc.</p>	<p>Phonic Sounds: RWI Set 1 whole class</p> <p>Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier</p>	<p>Phonic Sounds: RWI Differentiated groups</p> <p>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words.</p> <p>Show children how to touch each finger as they say each sound.</p>	<p>Phonic Sounds: RWI Differentiated groups / Ditties</p> <p>Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings.</p> <p>Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’,</p>	<p>Phonic Sounds: RWI Differentiated groups</p> <p>Reading: Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.</p> <p>Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’.</p>	<p>Phonic Sounds: RWI Differentiated groups:</p> <p>Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p> <p>Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were’.</p>	<p>Phonic Sounds: RWI Differentiated groups</p> <p>Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p>End of term assessments</p> <p>Transition work with Year 1 staff</p>



	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
General Themes	All About me!	Autumn is Here!	Material Differences	Growing!	Paws, Claws and whiskers	Journeys
	Nursery					
Writing	<p>Randomly scribble on the page, sometimes with both hands.</p> <p>Begin to balance when sitting.</p> <p>Make connections between actions and the marks being made.</p> <p>Add some marks to my drawings and give meaning to my marks</p>	<p>Use some of their print and letter knowledge in early writing</p> <p>Control the marks on the page.</p> <p>Use a range of tools to make marks and show an interest in my own marks and others marks.</p>	<p>Begin to write familiar letters-model correct letter formation</p> <p>Make connections between my actions and the marks being made.</p> <p>Ascribe meaning to my marks</p>	<p>Write some or all of their name Give meaning to marks they make.</p> <p>Distinguish between the different marks I make. Tell an adult what my marks mean</p> <p>Draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body.</p> <p>Copy shapes, letter and pictures</p>	<p>Identify sounds from my own name in other words.</p> <p>Write some or all of my name.</p>	<p>Write some letters accurately</p> <p>Use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p>
Handwriting Focus Activities	<p>Children will take part in focused writing activities throughout the week in order to practice their name writing and letter formation.</p> <p>These activities will include</p> <p>‘Write Dance’ for the Early Years</p> <p>Finger Rhymes to develop muscles for pencil holding</p> <p>Mark Making in sensory Media</p> <p>Pencil control activities to gain good strength and control</p> <p>Name writing books for 1:1 name writing</p>					

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
General Themes	All About me!	Autumn is Here!	Material Differences	Growing!	Paws, Claws and whiskers	Journeys
	Reception					
Writing	<p>Develop tripod grip</p> <p>Name writing ensuring correct letter formation</p> <p>Writing Birthday Cards</p> <p>Write recognizable letters. Tell an adult what their writing says</p> <p>Introduce sounds mat. Orally say and memorise a sentence before having a go at writing it</p> <p>Model how to re-read writing</p>	<p>Write lists, letters, facts, captions and labels</p> <p>Initial sound labelling</p> <p>Sequence familiar stories</p>	<p>Write short sentences using, finger spaces and a full stop.</p> <p>Say the sentence before writing</p> <p>Spell some HRW using a word ladder.</p> <p>Spell some familiar words</p>	<p>Write short sentences using, finger spaces and a full stop</p> <p>Write repeated refrains from the stories</p> <p>Write alternative endings</p> <p>Descriptive writing of characters. Wanted posters</p> <p>Labelling</p> <p>Mother's Day cards.</p> <p>Easter cards</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>Extend sentences by using a connective</p> <p>Write signs and instructions</p>	<p>Write simple phrases that can be read by others.</p> <p>Hold a pencil effectively in preparation for fluent writing. Use the tripod grip in most cases</p> <p>Know how to spell some familiar words</p>
	Form lower-case and capital letters correctly	- Form lower-case and capital letters correctly	Spell words by identifying the sounds and then writing the sound with letter/s.	Spell words by identifying the sounds and then writing the sound with letter/s.	Write short sentences with words with known letter-sound correspondences using capital letter and full stop	Write short sentences with words with known letter-sound correspondences using capital letter and full stop



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me	Autumn is Here!	Material Differences	Growing!	Paws, Claws and Whiskers	Journeys
Maths	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p> <p style="text-align: center;">- Specific Foci each half term although all learning statements are ongoing throughout the Year in both Nursery and Reception</p>					
	Recognising and counting numbers to 5 2D shapes Number rhymes Sequencing size		Recognising and counting numbers beyond 5 Representing numbers Patterns Weighing and length length		2D and 3d shapes Sequencing Capacity Positional language More than/fewer than	
	Recite some number names in sequence Recite some number names past 5 Show interest in and join in with number rhymes Talk about and identify patterns around	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') Talk about and explore 2D shapes Understand position through words with no pointing Make comparisons between objects relating to size	Say one number for each item in order:1,2,3,4,5 Know that the last number reached when counting tells you how many there are. Make comparisons between objects relating to weight Experiment with own symbols and marks	Create ABAB patterns Notice and correct an error in a repeating pattern Make comparisons between objects relating to length Link numerals and amounts Represent numbers using marks	Show finger numbers up to five Identify numerals in the environment Compare quantities using language 'more than' and 'fewer than' Begin to describe and sequence events, real or fictional using words such as 'first', 'then' Describe a familiar route Discuss routes and locations using words like 'in front of' and 'behind'	Use mathematical language to describe shapes Talk about 2d and 3d shapes using informal and mathematical language 'sides', 'corners', 'straight' 'flat', 'round'. Select shapes appropriately Combine shapes to make new ones. Make comparisons between objects relating to weight -

Power Maths Teaching Sequence

<h3 style="margin: 0;">Reception Focus</h3>	<p>Weeks 1-2 Baseline assessments</p> <p>Unit 1: Numbers to 5 Count reliably to 5 objects Recognise the numerals 1,2,3,4 and 5.</p> <p>Begin to recognise different representations of numbers up to 5, such as those shown in a five frame and on dice.</p> <p>To understand that even if the order or arrangement changes, the number stays the same.</p> <p>Match groups of objects to the correct numeral.</p> <p>Unit 2: Comparing Groups within 5 Compare two group of identical and non- identical objects within 5. Identify which has more, fewer or whether they have the same amount, using matching, representing and subsidising strategies</p>	<p>Online flashcards A</p> <p>Unit 3 Shape Select, rotate and manipulate shapes to develop spatial reasoning skills. Properties of 3D shapes. Describe and compare 3D shapes and their properties.</p> <p>Unit 4. Change within 5 . 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>Unit 5 Number bonds within 5 . Have a deep understanding of number to 10, including the composition of each number. Automatically recall number bonds up to 5.</p> <p>Unit 6 Space Select, rotate and manipulate shapes to develop spatial reasoning skills.</p>	<p>Online flashcards B</p> <p>Unit 7 Numbers to 10 Recognise, represent and manipulate numbers to 10</p> <p>Unit 8 Comparing numbers within 10 Compare groups of objects up to 10, using the key vocabulary of more, fewer and less than.</p> <p>Unit 9 Addition to 10 Combine two groups to find a whole up to 10</p> <p>Unit 10 Measure Measuring weight and size through investigation</p>	<p>Online flashcards B</p> <p>Unit 11: Number bonds to 10 Explore addition and subtraction looking specifically at the number bonds to 10. Automatically recall number bonds up to 5 and some number bonds to 10 including double facts</p> <p>Unit 12: Subtraction Begin to work with subtraction number bonds following the 'missing part' structure</p> <p>Unit 13: Exploring patterns Continue, copy and create repeating patterns</p>	<p>Online flashcards C</p> <p>Unit 14 Counting on and back Have a develop understanding of number to 10, including the composition of each number. Add by counting on. Take away by counting back.</p> <p>Unit 15: Numbers to 20 Verbally count to and from 20, recognising the pattern of the counting system.</p> <p>Unit 16: Numerical patterns Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>Online flashcards C</p> <p>Unit 16 ctd... Numerical patterns</p> <p>Unit 17: Shape (compose and decompose shapes) Select, rotate and manipulate shapes in order to develop spatial reasoning. Compose and decompose shapes so that children recognise a shape can have other shapes within it.</p> <p>Unit 18: Measure – volume and capacity Compare two or more items using the vocabulary of capacity.</p> <p>Unit 19: Sorting Sort up to 5 objects into two or more groups using the size, colour or shape characteristics of the items being sorted</p> <p>Unit 20: Time Develop a sense of time, sequencing events in a day</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Autumn is Here!	Material Differences	Growing!	Paws, Claws and whiskers	Journeys
Understanding the world Nursery Focus	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.					
	Begin to make sense of their own life-story and family's history – Children to look at photos from when they were babies – how have they changed. What is the same and what is different Caring for a baby Role play scenarios Show interest in different occupations – Visit from police/fire brigade linked to people who help us – Children to think of their own questions and given opportunities to share their own knowledge and understanding. Explore how things work – Children to use the ipad to take photographs and develop use of Interactive Whiteboard.	Use all their senses in hands-on exploration of natural materials – Children to collect autumn 'treasures'. Create an interest table where the children can freely explore the items. Talk about what they see, using a wide vocabulary – Encourage the children to use related vocabulary to talk about what they see at Autumn. Toys-Explore how things work-push and pull, link to The Enormous Turnip Explore and talk about different forces they feel	Talk about the difference between materials and changes they notice – for example ice melting/freezing, cooking cooling and heating, Explore collections of materials with similar and/or different properties Explore how different materials float or sink. Explore how you can shine light through some materials, but not others. Investigate shadows Talk about what they see using a wide vocabulary related to exploring what materials feel like etc	Plant seeds and care for growing plants – Children to plant a variety of different seeds and ensure they care for them to allow them to grow – Transfer young plants outside to EYFS outside area for the children to continue to care from them and pick any fruits/vegetables which are produced. Understand the key features of the lifecycle of a plant and an animal –frogspawn in tank for the children to observe the changes	Begin to understand the need to respect and care for the natural environment and all living things Understand the key features of the life cycle of a butterfly. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Relate to where different animals live in the world.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos – use images of maps and the destinations to allow the children to understand that there are different countries. Make comparisons between where we live and some of the destinations.
ICT	Use iPad to take photos	Exploring Autumn Items using microscope	Remote Control insects and bugs	Using Easi-Speak microphones to re-tell stories	Programming Bee-Bots to move around maps	Creating own pictures on IWB

<p style="text-align: center;">Reception Focus</p>	<p>Talk about members of their immediate family and community – Children to bring in photographs of family to talk about and share and make their own family tree.</p> <p>Name and describe people who are familiar to them</p> <p>Talk about the lives of people around them and the roles they have in society – Invite the police and fire brigade in to talk about their job roles.</p> <p>Draw information from a simple map - Use maps to plan their route to school – What key local landmarks do they pass on their journey?</p>	<p>Understand the effect of changing seasons on the natural world around them – Focus on how autumn has changed the environment – what is the weather like? What is happening to the trees? What happens to animals that hibernate in autumn?</p> <p>Describe what they see, hear and feel whilst outside – When out and about on Autumn walks, how does the wind feel on their face? What can they hear – crunchy leaves, what colours can they see?</p> <p>Toys- Explore some important processes, forces and motion</p> <p>Know some similarities and differences between things in the past and now - toys</p>	<p>Understand some important processes and changes in the natural world around them – Draw attention to weather and seasonal features of winter. Observe how animals behave differently as the seasons change and how it effects what we do and what we wear. Recognise some environments are different from the one in which they live, with a focus on Antarctica.</p> <p>Explore the natural world around them focusing on materials and their properties. Observe and interact with natural processes such as ice melting, a sound causing vibration, light travelling through material, a magnet attracting an object and floating and sinking.</p>	<p>Understand some important processes and changes in the natural world around them.</p> <p>Children to explore frogspawn changing to tadpoles into frogs.</p> <p>Explore the natural world around them making observations and drawing pictures of plants – Spring walks to Notice the signs of new life growing.</p> <p>Understand the past through settings encountered in story telling. Focus on castles (Jack and the Beanstalk) and life in a castle.</p>	<p>Draw information from a simple map. Look at maps of Newquay Zoo Create own maps using farm animals, zoo animals.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments. Relate to where different animals live in the world.</p> <p>Explore the natural world around them making observations and drawing pictures of animals.</p>	<p>Explore the natural world around them. Draw information from a simple map Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Recognise some environments that are different to the one in which they live –compare with other environments around the world Comment on images of familiar situations from the past –including figures from the past - Look at explorers – Neil Armstrong Know some similarities and differences between things in the past and now - transport</p>
<p style="text-align: center;">ICT</p>	<p>Use iPad to take photos</p> <p>Bee bot forwards and backwards</p>	<p>Exploring Autumn Items using microscope</p>	<p>Remote Control insects and bugs</p>	<p>Using Easi-Speak microphones to re-tell stories</p>	<p>Programming Bee-Bots to move around maps</p>	<p>Creating own pictures on IWB</p>
<p style="text-align: center;">Come and See Nursery and Reception</p>	<p>Know and understand through the topic of Domestic Church-Family The importance of my name – Explore God knows and loves me and each one of us by name</p>	<p>Welcome – Baptism : a welcome to God’s family</p> <p>Birthday: Looking forward to Jesus birthday. Advent</p>	<p>Celebrating: People celebrate in Church. Eucharist- gathering together to celebrate Mass</p>	<p>Lent/Easter-Giving Spring as a time of growth Lent- look forward to Easter</p>	<p>Pentecost- Good News: Passing on the Good News of Jesus Reconciliation-friendships</p>	<p>Our World: God’s Wonderful world Other faith-Islam</p>









	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Autumn is Here!	Material Differences	Growing!	Paws, Claws and whiskers	Journeys
Expressive Arts and Design Nursery Focus	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>Take part in simple pretend play, using an object to represent something else even if they are not similar.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects– Children to create self portraits</p> <p>Show different emotions in their drawings- happiness and sadness</p>	<p>Exploring materials freely to develop ideas on how to use them and what to make – Autumn Creations</p> <p>Explore colour and colour mixing to explore autumn colours</p> <p>Take part in simple pretend play, develop stories using small world objects and puppets based on the stories The Gruffalo and Stickman.</p>	<p>Explore materials freely to develop ideas on how to use them and what to make collages using different materials and textures.</p> <p>Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p> <p>Take part in simple pretend play, develop more complex stories using small world objects and puppets based on The Gingerbread Man Make imaginative and complex small worlds with blocks and construction kits.</p>	<p>Draw with increasing complexity and detail- observational drawings of flowers</p> <p>Explore colour and colour mixing-spring colours</p> <p>Explore different building blocks such as wood/plastic/bricks to create structures such as castles</p> <p>Take part in pretend play, begin to develop more complex storylines using puppets and small world based on Jack and the Beanstalk</p>	<p>Explore colour and colour mixing- to create animal colour patterns</p> <p>Explore animal prints and textures</p> <p>Draw with increasing complexity and detail, such as representing an animal including details</p> <p>Use different media to create pictures and drawings of animals including collage</p> <p>Begin to develop complex stories using small world animals</p> <p>Make imaginative and complex small worlds with blocks and construction kits such as a zoo, farm.</p>	<p>Explore colour and colour mixing- hot colours</p> <p>Make imaginative and complex small world with train track, road track. Use building blocks to construct a town, farm, city.</p> <p>Use materials to create a rocket, the moon.</p> <p>Take part in pretend play based on going to the moon, and going on a journey</p> <p>Show different emotions in their drawings Use drawings to represent movement and loud noises.</p>
Music	<p>Listen with increased attention to sounds</p> <p>Remember and sing entire songs</p>	<p>Sing the pitch of a tune sung by another person ('pitch match')</p> <p>Remember and sing entire songs-Christmas play</p>	<p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Sing nursery rhymes and action songs</p>	<p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar sounds</p>	<p>Create own songs or improvise a song around one they know</p>	<p>Play instruments with increasing control to express their feelings and ideas</p>

<p>Reception Focus</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Children to use different media to join pieces to make a skeleton</p> <p>Children to create self-portraits thinking about details and features using black pens Develop story lines in their pretend play</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Notice features in the natural world defining colours, shapes and textures</p> <p>Explore textiles to create Autumn themed projects – Leaf Man / Seasonal Trees</p> <p>Printing using natural objects</p>	<p>Explore natural materials to create a collage using different materials and textures</p> <p>Construct with a wide range of materials</p> <p>Use different techniques and equipment to join materials together</p> <p>Explore materials to make different sounds and musical instruments</p> <p>Andy Goldsworthy – Using natural resources to create and explore art</p>	<p>Draw with increasing complexity and detail-observational drawings of a daffodil</p> <p>Develop colour mixing techniques matching spring colours</p> <p>Join different materials for building and making</p> <p>Make use of props and materials when role playing characters and narratives from Jack and the Beanstalk.</p> <p>Create collaboratively, share ideas, resources and skills.</p>	<p>Explore animal patterns/colour and camouflage</p> <p>Develop their own ideas and then decide which materials to use to express them</p> <p>Join different materials and explore different patterns and textures</p> <p>Build simple structures, for example and animal closure, selecting materials and explain choices.</p> <p>Develop complex storylines using small world animals, vets role play</p>	<p>Make use of props and materials when role playing characters from stories and narratives</p> <p>Invent, adapt and recount narratives with peers and teachers, for example going on a journey. Role play area Train Station</p> <p>Share their creations, explain the process they have used.</p>
<p>Music Charanga</p>	<p>Me</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p>	<p>My Stories</p> <p>Listen and respond to different styles of music, learn to sing nursery rhymes and action songs, improvise leading to playing classroom instruments, share and perform what they have learnt.</p>	<p>Everyone</p> <p>Explore family, people and music from around the world</p>	<p>Our World</p> <p>Explore around the world based on animals, seasons and the weather</p>	<p>Big Bear Funk.</p> <p>Learn about interrelated dimensions of music through singing, improvising and playing instruments</p>	<p>Reflect, rewind, replay</p> <p>Consolidate learning from the year.</p>

Early Years Long Term Plan

Early Learning Goals - for the **end of the year** -

 Communication and Language	 Personal, social, emotional development	Physical Development	 Literacy	 Maths	 Understanding the World	 Expressive arts and design
<p>ELG: Listening, Attention and Understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their 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>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>