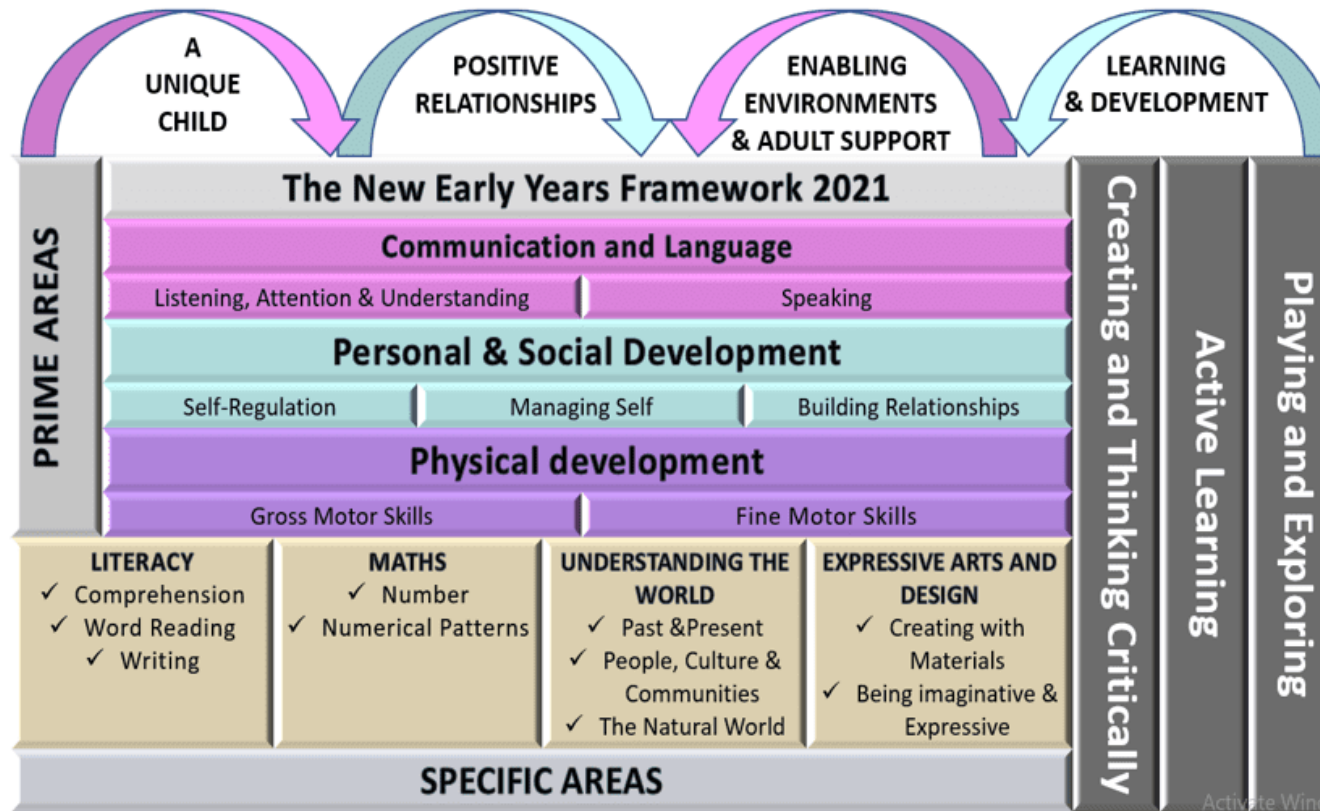


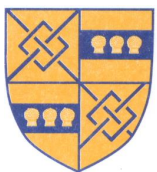
# Reception Long Term Planning 2024-25

At Vernon Park Primary School we aim to support all children to reach their full potential and build a strong foundation for their future learning through challenging, engaging opportunities in a safe, supportive and stimulating environment.

It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

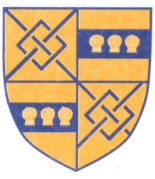


In the EYFS at Vernon Park Primary School we plan for a dynamic curriculum rich in awe and wonder and full of memorable, engaging experiences. We provide a stimulating environment to provide exciting opportunities and to promote challenge, exploration, adventure and a real love of learning.



# Our EYFS Curriculum Goals

<p>To become a</p> <p><b>Confident Communicator</b></p> <p>who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings</p>	<p>To become an</p> <p><b>Independent Individual</b></p> <p>who can follow the Classroom Rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy</p>	<p>To become a</p> <p><b>Fantastic Friend</b></p> <p>who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings</p>	<p>To become an</p> <p><b>Amazing Athlete</b></p> <p>who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment</p>
<p>To become a</p> <p><b>Talented Tool User</b></p> <p>who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence</p>	<p>To become a</p> <p><b>Brilliant Bookworm</b></p> <p>who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt)</p>	<p>To become a</p> <p><b>Wow Writer</b></p> <p>who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others</p>	<p>To become a</p> <p><b>Master of Maths</b></p> <p>who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5</p>
<p>To become an</p> <p><b>Exceptional Explorer</b></p> <p>who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places</p>	<p>To become a</p> <p><b>Compassionate Citizen</b></p> <p>who can help to look after their community and care for the environment, know some reasons why our home is special, have an awareness of other people's cultures and beliefs</p>	<p>To become a</p> <p><b>Proud Performer</b></p> <p>who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm</p>	<p>To become a</p> <p><b>Dynamic Designer</b></p> <p>who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it</p>

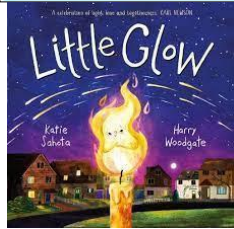
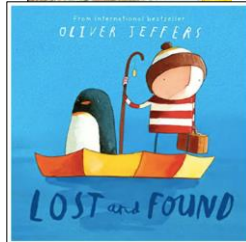
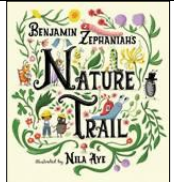
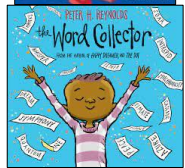
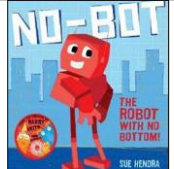
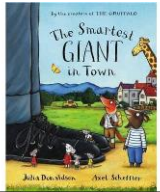


# Our Core Stories

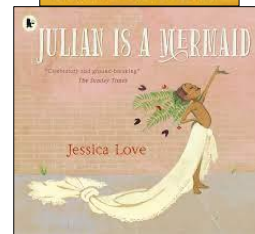
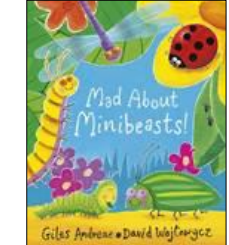
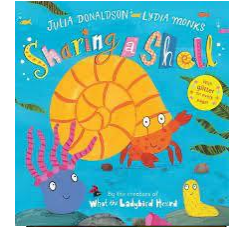
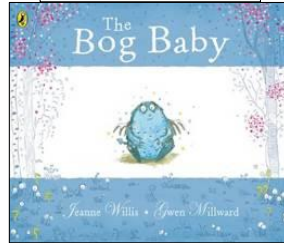
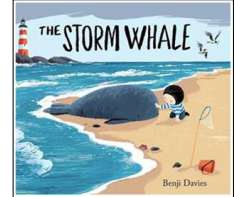
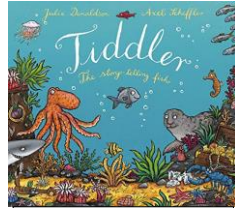
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
----------	----------	----------	----------	----------	----------

We have chosen a selection of 'Core Books' for children in the EYFS. These books are a mixture of classics and exciting new books across a range of styles and genres and exposing children to a range of characters, also chosen for their message linking to our school values. During their time in the EYFS we will return to these books regularly so children will get to know these books inside out. This will help them use stories, language, characters and ideas as part of their role play, art work, story-telling and eventually writing. We hope they are also books that children will enjoy sharing with their families too.

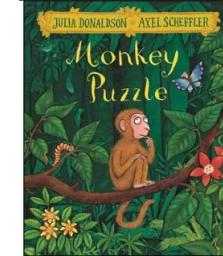
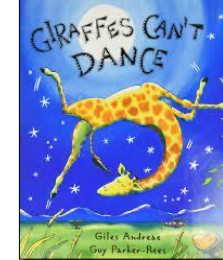
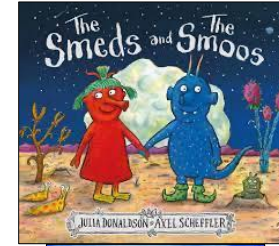
## Reception



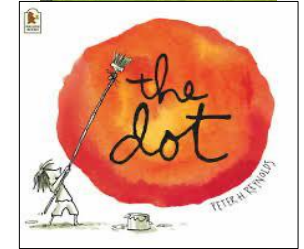
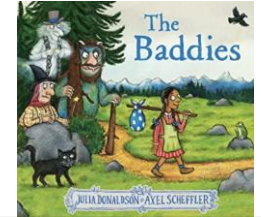
Traditional tale: The Gingerbread Man



Traditional tale: Hansel and Gretel



Traditional tale: Jack and the Beanstalk



# Our Reception Curriculum

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
----------	----------	----------	----------	----------	----------

**Communication and Language**  
 The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, 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.

Children will be learning to

ELG: Listening, Attention and Understanding

- 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;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

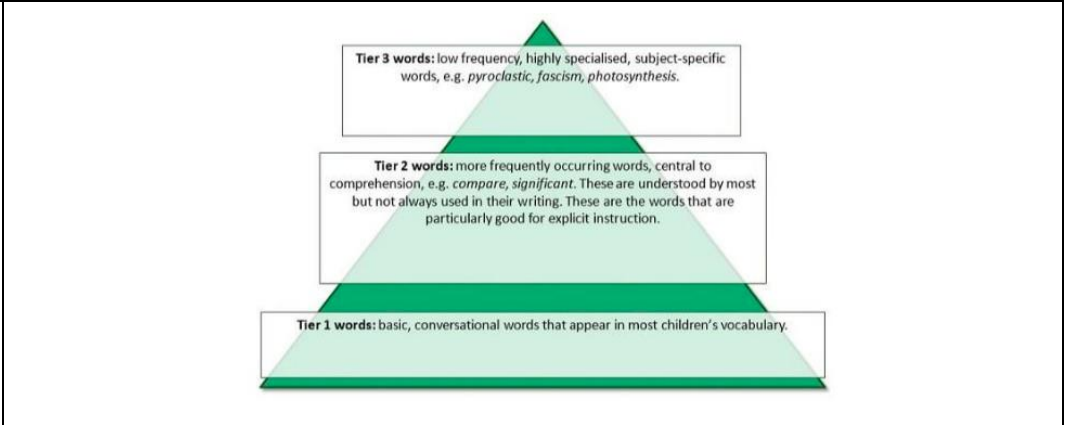
ELG: Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- 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.

Our pupils are faced with challenging texts on a daily basis and a good deal of the reading in our classrooms will include vocabulary that is unfamiliar and difficult.

The words we use can be organised into three tiers:  
 We use Tier 1 words every day in the classroom.  
 Tier 3 words are the technical vocabulary we use in our curriculum subjects  
 However, the Tier 2 words need to be taught explicitly so that our children can use them to make sense of the Technical Tier 3 Vocabulary.

Words from tiers 2 and 3 will be chosen and taught weekly along with a concept word. Words will be Reception 3 words/ Nursery 1 word.

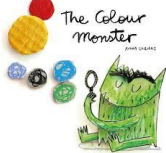
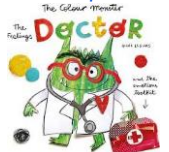


Concept words to be taught using Concept Cat



all day different next to night same	after before first last some most old	back empty front new soft	behind hard heavy large long short	around between less tall near small	backwards a bit over quick side through
-----------------------------------------------------	---------------------------------------------------------	---------------------------------------	---------------------------------------------------	----------------------------------------------------	--------------------------------------------------------

- **Speech Link**
- **Language Link**
- **Word Aware**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Personal, Social and Emotional Development</b></p> <p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
<p>Children will be learning to: ELG: Self-Regulation</p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>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.</li> </ul> <p>ELG: Managing Self</p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p>ELG: Building Relationships</p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others;</li> <li>Form positive attachments to adults and friendships with peers;</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>					
<p><b>School values- Kindness and empathy</b></p> <p>(Linked text- Smartest Giant in Town)</p>	<p><b>School values- Friendship and respect</b></p> <p>(Linked text- Go-away Bird)</p>	<p><b>School values- Honesty and responsibility</b></p> <p>(Linked text- Tiddler)</p>	<p><b>School values- Tolerance and fairness</b></p> <p>(Linked text- Sharing a Shell)</p>	<p><b>School values- Support and inclusion</b></p> <p>(Linked text- Smeds and Smoos)</p>	<p><b>School values- Challenge and resilience</b></p> <p>(Linked text- The Baddies)</p>
<p>Introduce the mood meter and link to The Colour Monster</p>  <p>Learn makaton signs for simple feelings.</p>	<p>To discuss how we can tell how someone is feeling. To group characters on the mood meter.</p>	<p>To introduce some more complex feelings onto the mood meter and discuss how these might look and feel.</p> <p>Excited, embarrassed, frustrated, tired, ill, relaxed,</p>	<p>To think about strategies to move ourselves from one zone to another. Look at The Colour Monster Doctor for strategy ideas.</p> 	<p>To think about how we can support each other when we are in different zones of the mood meter.</p>	<p>To think about how we can support each other when we are in different zones of the mood meter.</p>

Happy, calm, angry, sad



### Wellbeing Woodland Wellbeing Wednesday

- To learn the importance of learning and being curious.
- To learn the importance of planning ahead and being prepared for the future.
- To learn the importance of persistence and never giving up.
- To learn the importance of being flexible and finding solutions to problems.
- To learn the importance of taking care of yourself and recognising personal boundaries.
- To learn the importance of being mindful and taking time to reflect.



### Monstrosity Wellbeing Wednesday

- To boost self-esteem.
- To learn how to overcome worry.
- To learn about a growth-mindset.
- To learn about friendships.
- To learn how to help self-belief.
- To learn about anger.
- To learn about thoughts and truth.
- To learn to solve problems.
- To learn about anxiety.
- To learn about self-care.
- To learn about self-love.









### Mindful Minibeasts Wellbeing Wednesday

- To learn that perfectionism can hold us back and stop us from enjoying things. (Spider)
- To learn that thinking of others and spreading kindness can bring you a lot of happiness. (Bee)
- To know that changes are a natural part of life and that trying new things can be fun! (Caterpillar)
- To understand the value in slowing down and taking time to appreciate then world around us. (Snail)
- To learn the power of teamwork and the strength that comes from seeking the support of others. (Ant)
- To discover the importance of celebrating our uniqueness and that everyone is special in their own way. (Ladybird)



### Mental Health Superheroes Wellbeing Wednesday

- To learn the super power of using breathing exercises.
- To learn the super power of gratitude.
- To learn the super power of understanding what can happen to your mind.
- To learn the super power of using your senses to become mindful.
- To learn the super power of watching your worries float away.
- To learn the super power of yoga.
- To learn the super power of music.
- To learn the super power of creating and making a safe space.
- To learn the super power of letting your imagination run wild.
- To learn the super power of looking to the future.
- To learn the super power of letting go of negative thoughts.

 <p><b>Think Equal Texts:</b></p> <p><b>Marvellous Me</b></p> <ul style="list-style-type: none"> <li>• Understand the concepts of same and different</li> <li>• Celebrate similarities and differences</li> <li>• Demonstrate self confidence</li> </ul> <p><b>These Feelings</b></p> <ul style="list-style-type: none"> <li>• Understand that feelings come and go</li> <li>• Demonstrate strategies for managing feelings</li> </ul> <p><b>The Weather Inside Me</b></p> <ul style="list-style-type: none"> <li>• Express their understanding of the mood metre</li> <li>• Give examples of how emotions can feel like different types of weather</li> <li>• Understand that feelings come and go</li> </ul> <p><b>Ted the Lion Tamer</b></p> <ul style="list-style-type: none"> <li>• Name different emotions</li> <li>• Link emotions to feelings</li> <li>• Add strategies to their bank of calming strategies</li> </ul>	 <p><b>Think Equal Texts-</b></p> <p><b>The Secret Adventures of Anonmouse</b></p> <ul style="list-style-type: none"> <li>• To perform acts of kindness</li> <li>• To understand how small acts can inspire other acts of kindness</li> </ul> <p><b>Curly the Chameleon</b></p> <ul style="list-style-type: none"> <li>• Name at least 5 different emotions</li> <li>• Understand levels of pleasantness and energy on the mood metre</li> <li>• Recognise that all emotions are ok</li> </ul> <p><b>Ahmed's Journey</b></p> <ul style="list-style-type: none"> <li>• Name 5 senses</li> <li>• Describe how it feels to have energy and to have no energy</li> </ul> <p><b>Faisal's Not Himself</b></p> <ul style="list-style-type: none"> <li>• Recognise that we all express feelings</li> <li>• Recognise that boys and girls can do the same things</li> <li>• Empathise with a victim</li> </ul>	 <p><b>Think Equal Texts-</b></p> <p><b>Biyu the Brave Pea</b></p> <ul style="list-style-type: none"> <li>• Experience empathy</li> <li>• Discuss nature and the cycle of life</li> </ul> <p><b>Thabo and the Trees</b></p> <ul style="list-style-type: none"> <li>• Show a sense of responsibility for the environment</li> <li>• Understand how living things are connected</li> </ul> <p><b>Passing Clouds</b></p> <ul style="list-style-type: none"> <li>• Recognise the names of different feelings</li> <li>• Recall strategies to help them manage their own feelings</li> </ul> <p><b>Yoshi is Different</b></p> <ul style="list-style-type: none"> <li>• Demonstrate confidence in themselves and their talents</li> <li>• Show empathy to others who have different ideas or interests</li> </ul>	 <p><b>Think Equal Texts:</b></p> <p><b>Nisha and the Tiger</b></p> <ul style="list-style-type: none"> <li>• Show compassion for all creatures</li> <li>• Express empathy for others</li> </ul> <p><b>Francisco's Family</b></p> <ul style="list-style-type: none"> <li>• Understand how families can be the same and how they can be different</li> <li>• Identify things that make a family unique</li> </ul> <p><b>Zelda Goes on Holiday</b></p> <ul style="list-style-type: none"> <li>• Demonstrate compassion for others</li> <li>• See things from a different perspective</li> </ul> <p><b>The Monster in the Smoke</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an instance of critical thinking</li> <li>• Understand they can speak out when something is unfair</li> </ul>	 <p><b>Think Equal Texts:</b></p> <p><b>Nothando's Journey</b></p> <ul style="list-style-type: none"> <li>• Identify unpleasant emotions</li> <li>• Practice calming strategies</li> <li>• Review the 5 senses</li> </ul> <p><b>Reha to the Rescue</b></p> <ul style="list-style-type: none"> <li>• Recognise various emotions</li> <li>• Demonstrate how these emotions can be expressed</li> <li>• Understand that all creatures are important and can be cared for in safe ways</li> </ul> <p><b>A Tiny Seed: The story of Wangari Maathai</b></p> <ul style="list-style-type: none"> <li>• Recognise the importance of trees</li> <li>• Understand that one person can make a difference</li> </ul> <p><b>Our Home</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a sense of responsibility towards the environment</li> <li>• Explain one way to help the earth</li> <li>• Name one way to practise peace</li> </ul>	 <p><b>Think Equal Texts:</b></p> <p><b>Gokul's Game</b></p> <ul style="list-style-type: none"> <li>• Continue to name and identify emotions</li> <li>• Describe what it feels like to be left out or to be included</li> <li>• Name strategies that can help others to feel included</li> </ul> <p><b>My Dream in the Drawer</b></p> <ul style="list-style-type: none"> <li>• Set a long term goal</li> <li>• Understand that gender does not affect one's dreams</li> </ul> <p><b>Sydney the Seahorse</b></p> <ul style="list-style-type: none"> <li>• Discuss the diversity of skin colours positively</li> <li>• Express that people's skin is different shades of brown</li> </ul> <p><b>Deji and Nnedi and the Very Large Cushion</b></p> <ul style="list-style-type: none"> <li>• Practise strategies for peaceful conflict resolution</li> <li>• Show perspective-taking skills</li> </ul>
		<p><b>Dental Buddy Programme (OHF) and Dentist visit</b></p> <ul style="list-style-type: none"> <li>- To think about why we have teeth</li> <li>- To discuss visiting the dentist</li> <li>- To know how to make healthy food choices</li> </ul>			




		Children's Mental Health Week		
--	--	-------------------------------	--	--

Circles are used throughout the year

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Physical Development</b></p> <p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives<sup>7</sup>. 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.</p>					
<p>Children will be learning to:</p> <p>ELG: Gross Motor Skills</p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p>ELG: Fine Motor Skills</p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>					
<p><b>Get Set 4 PE</b>  <b>Introduction to Pe- Unit 2</b>            To move around safely in space.            To follow instructions and stop safely.            To stop safely and develop control when using equipment.            To follow instructions and play safely as a group.            To follow a path and take turns.            To work cooperatively with a partner.</p>	<p><b>Get Set 4 PE</b>  <b>Fundamentals- Unit 2</b>            To develop balancing.            To develop running and stopping.            To develop changing direction.            To develop jumping.            To develop hopping.            To explore different ways to travel using equipment.</p>	<p><b>Get Set 4 PE</b>  <b>Dance- Unit 2</b>            To copy, repeat and explore actions in response to a theme.            To explore and remember actions considering level, shape and direction.            To explore movement using a prop with control and coordination.            To move with control and coordination, expressing ideas through movement.            To remember and repeat actions moving in time with the music.            To explore actions in response to a theme and begin to use counts.</p>	<p><b>Get Set 4 PE</b>  <b>Gymnastics- Unit 2</b>            To create short sequences using shapes, balances and travelling actions.            To develop balancing and safely using apparatus.            To develop jumping and landing safely from a height.            To develop rocking and rolling.            To explore travelling around, over and through apparatus.            To create sequences using apparatus.</p>	<p><b>Get Set 4 PE</b>  <b>Ball Skills- Unit 2</b>            To develop rolling and tracking a ball.            To develop accuracy when throwing to a target.            To develop dribbling with hands.            To develop throwing and catching with a partner.            To develop dribbling a ball with your feet.            To develop kicking a ball to a target.</p>	<p><b>Get Set 4 PE</b>  <b>Games- Unit 2</b>            To aim when throwing and practise keeping score.            To follow instructions and move safely when play tagging games.            To learn to play against a partner.            To develop coordination and play by the rules.            To explore striking a ball and keeping score.            To work cooperatively as a team.</p>
		Friendathon			Sports Day

- Funky Fingers Daily
- Dough Disco
- Beanbag Boogie
- Pen Disco

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Literacy</b>            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>					
<p>Children will be learning to:            ELG: Comprehension</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>• Anticipate - where appropriate - key events in stories;</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>					
 <p>Children know the TT symbols and can identify characters, settings, problems and solutions in stories they share.</p>		<p>Children retell stories shared using the TT format</p> <p>Children begin to innovate stories from familiar texts with support by changing an element of TT.</p>		<p>Children create their own stories using the TT format.</p> <p>Children innovate stories from familiar texts independently by changing elements of TT.</p>	
<p>Use of DEAL Drama strategies to build children's understanding of characters and stories through the year.</p>					
<p>Children will be learning to:            ELG: Word Reading</p> <p style="text-align: right;">* RWI typical progress through the scheme</p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>• Read words consistent with their phonic knowledge by sound-blending;</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>					
*RWI: Set 1	*RWI: Set 1/ Blending	*RWI: Set 1/ Ditties	*RWI: Set 2/ Red Ditties	*RWI: Set 2/ Green	*RWI: Purple

To read the red words: I the to	To read the red words: of my no put for he	To match capital letters and lowercase letters.  To read the red words: your said you are me she	To read the red words: go all want we Be some	To read the red words: there so what they do was	To revise red words taught.
------------------------------------------	--------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------	--------------------------------------------------------------------	-----------------------------

Children will be learning to:  
ELG: Writing

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

<p>Children will be experimenting with mark making and writing patterns in a range of mediums.</p> <p>They will begin to develop a dominant hand and work towards a tripod grip.</p> <p>Children will start to give meaning to marks and labels.</p> <p>Writing initial sounds and simple captions. Use initial sounds to label characters / images.</p> <p>Children will begin to write letters from their names.</p> <p>Daily name writing practice.</p>	<p>Labelling using initial sounds.</p> <p>Oralling telling stories sometimes with adults acting as scribes</p> <p>Writing CVC words with support.</p> <p>Writing simple captions about pictures.</p> <p>Forming letters correctly using RWI mnemonics.</p> <p>Sequence stories</p> <p>Daily name writing practice.</p>	<p>Writing some of the tricky words.</p> <p>Writing CVC words independently.</p> <p>Labels using CVC, CVCC, CCVC words.</p> <p>Guided writing based around developing short sentences.</p> <p>Daily handwriting.</p>	<p>Drawing and labelling our own story maps, writing captions, labels and simple sentences.</p> <p>Writing short sentences to accompany story maps.</p> <p>Form lower-case and capital letters correctly.</p> <p>Character descriptions.</p> <p>Daily handwriting.</p>	<p>Writing for a purpose in play using phonetically plausible attempts at words,</p> <p>Beginning to use finger spaces.</p> <p>Rhyming words.</p> <p>Innovation of familiar texts Using familiar texts as a model for writing own stories.</p> <p>Daily handwriting.</p>	<p>Writing sentences using a range of tricky words that are spelt correctly.</p> <p>Beginning to use full stops and finger spaces independently.</p> <p>Writing multiple sentences around a single theme.</p> <p>Daily handwriting.</p>
World Poetry Day	Nursery Rhyme Week  Longer text: The Nutcracker	National Storytelling Week Library Visit  Longer text: The Lion, The Witch and The Wardrobe.	World Book Day		Longer text: The Wizard of Oz.
Poem of the term		Poem of the term		Poem of the term	




**Autumn Leaves**

Leaves are falling,  
Leaves are falling,  
To the ground,  
To the ground,  
Look at all the colours,  
Look at all the colours,  
Red, Yellow, Brown,  
Red, Yellow, Brown.



**Spring**

Goodbye Winter, Goodbye winter,  
So long snow, So long snow,  
Birds fly back for Springtime,  
Birds fly back for Springtime,  
Flowers grow,  
Flowers grow.



**Poem of the Term  
Summer's Coming**

Summer's coming,  
Summer's coming,  
Longer days,  
longer days.  
Trees are green and flowers bloom,  
Trees are green and flowers bloom.  
Sun's out- let's play,  
Sun's out-let's play!

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
----------	----------	----------	----------	----------	----------

**Mathematics**  
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.

Children will be learning to:  
ELG: Number

- Have a deep understanding of numbers to 10, including the composition of each number.
- Subitise (recognise quantities without counting) upto 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.

ELG: Numerical Patterns

- 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.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

<p><b>Block 1: Match, Sort and Compare</b></p> <ul style="list-style-type: none"> <li>- Match objects</li> <li>- Match pictures and objects</li> <li>- Identify a set.</li> <li>- Sort objects to a type</li> <li>- Exploring sorting techniques</li> <li>- Create sorting rules</li> </ul>	<p><b>Block 3: It's me 1,2,3</b></p> <ul style="list-style-type: none"> <li>- Find 1,2,3</li> <li>- Subitise 1,2 and 3</li> <li>- Represent 1, 2 and 3</li> <li>- 1 more</li> <li>- 1 less</li> <li>- Composition of 1,2 and 3</li> </ul> <p><b>Block 4: Circles and Triangles</b></p>	<p><b>Block 6: Alive in 5</b></p> <ul style="list-style-type: none"> <li>- Introduce zero</li> <li>- Finding 0-5</li> <li>- Subitise 0-5</li> <li>- Represent 0-5</li> <li>- 1 more</li> <li>- 1 less</li> <li>- Composition</li> <li>- Conceptual subitising to 5</li> </ul>	<p><b>Block 8: Growing 6,7,8</b></p> <ul style="list-style-type: none"> <li>- Find 6,7,8</li> <li>- Represent 6,7,8</li> <li>- 1 more</li> <li>- 1 less</li> <li>- Composition of 6,7,8</li> <li>- Making pairs- odd and even</li> <li>- Double to 8</li> <li>- Combine 2 groups</li> </ul>	<p><b>Block 12: To 20 and beyond</b></p> <ul style="list-style-type: none"> <li>- Build numbers beyond 10</li> <li>- Continue patterns beyond 10</li> <li>- Verbal counting beyond 20</li> <li>- Verbal counting patterns</li> </ul> <p><b>Block 13: How many now?</b></p>	<p><b>Block 15: Sharing and grouping</b></p> <ul style="list-style-type: none"> <li>- Explore sharing</li> <li>- Sharing</li> <li>- Explore grouping</li> <li>- Grouping</li> <li>- Even and odd sharing</li> <li>- Play with and build doubles.</li> </ul>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<ul style="list-style-type: none"> <li>- Compare amounts.</li> </ul> <p>Block 2: Talk about measure and pattern</p> <ul style="list-style-type: none"> <li>- Compare size</li> <li>- Compare mass</li> <li>- Compare capacity</li> <li>- Explore simple patterns</li> <li>- Copy and continue simple patterns</li> <li>- Create simple patterns.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify and name circles and triangles</li> <li>- Compare circles and triangles</li> <li>- Shapes in the environment</li> <li>- Describe position</li> </ul> <p>Block 5: 1,2,3,4,5</p> <ul style="list-style-type: none"> <li>- Find 4 and 5</li> <li>- Subitise 4 and 5</li> <li>- Represent 4 and 5</li> <li>- 1 more</li> <li>- 1 less</li> <li>- Composition of 4 and 5</li> <li>- Composition of 1-5</li> </ul> <p>Block 6: Shapes with 4 sides</p> <ul style="list-style-type: none"> <li>- Identify and name shapes with 4 sides</li> <li>- Combine shapes with 4 sides</li> <li>- Shapes in the environment</li> <li>- My day and night</li> </ul>	<p>Block 7: Mass and Capacity</p> <ul style="list-style-type: none"> <li>- Compare mass</li> <li>- Find a balance</li> <li>- Explore capacity</li> <li>- Compare capacity</li> </ul>	<ul style="list-style-type: none"> <li>- Conceptual subitising</li> </ul> <p>Block 9: Length, height and time</p> <ul style="list-style-type: none"> <li>- Explore length</li> <li>- Compare length</li> <li>- Explore height</li> <li>- Compare height</li> <li>- Talk about time</li> <li>- Order and sequence time</li> </ul> <p>Block 10: Building 9 and 10</p> <ul style="list-style-type: none"> <li>- Find 9 and 10</li> <li>- Compare numbers to 10</li> <li>- Represent 9 and 10</li> <li>- Conceptual subitising to 10</li> <li>- 1 more</li> <li>- 1 less</li> <li>- Composition to 10</li> <li>- Bonds to 10 (2 parts)</li> <li>- Make arrangements of 10</li> <li>- Bonds to 10 (3 parts)</li> <li>- Doubles to 10 (find a double)</li> <li>- Doubles to 10 (make a double)</li> <li>- Explore even and odd</li> </ul> <p>Block 11: Explore 3D shapes</p> <ul style="list-style-type: none"> <li>- Recognise and name 3D shapes</li> <li>- Find 2D shapes within 3D shapes</li> <li>- Use 3D shapes for tasks</li> <li>- 3D shapes in the environment</li> <li>- Identify more complex patterns</li> </ul>	<ul style="list-style-type: none"> <li>- Add more</li> <li>- How many did I add?</li> <li>- Take away</li> <li>- How many did I take away?</li> </ul> <p>Block 14: Manipulate, compose and decompose</p> <ul style="list-style-type: none"> <li>- Select shapes for a purpose</li> <li>- Rotate shapes</li> <li>- Manipulate shapes</li> <li>- Explain shape arrangements</li> <li>- Compose shapes</li> <li>- Decompose shapes</li> <li>- Copy 2D shape pictures</li> <li>- Find 2D shapes within 3D shapes</li> </ul>	<p>Block 16: Visualise, build and map</p> <ul style="list-style-type: none"> <li>- Identify units of repeating patterns</li> <li>- Create your own pattern rules.</li> <li>- Explore own pattern rules</li> <li>- Replicate and build scenes and constructions</li> <li>- Visualise from different positions</li> <li>- Describe positions</li> <li>- Give instructions to build</li> <li>- Explore mapping</li> <li>- Represent maps with models</li> <li>- Create your own maps for familiar places</li> <li>- Create your own maps and plans for story situations.</li> </ul> <p>Block 17: Make connections</p> <ul style="list-style-type: none"> <li>- Deepen understanding</li> <li>- Patterns and relationship</li> </ul>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

			<ul style="list-style-type: none"> <li>- Copy and continue patterns</li> <li>- Patterns in the environment</li> </ul>		
--	--	--	-----------------------------------------------------------------------------------------------------------------------	--	--

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
----------	----------	----------	----------	----------	----------

**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.

Children will be learning to:  
 ELG: Past and Present

- 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.

Daily timeline. Children's family trees Guy Fawkes Remembrance Day/ history of our school Christmas Story Comparison of objects from the past and current objects- toys/ clothing (Nutcracker)	Children's own timelines Comparison of objects from the past and current objects- farm machinery St George's Day- Castles	Local History Comparison of objects from the past and current objects- vehicles/ buildings
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------

Children will be learning to:  
 ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.
- 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.

<b>RE: F5-Where do we belong?</b> <ul style="list-style-type: none"> <li>• re-tell religious stories making connections with</li> </ul>	<b>RE: F4- Which times are special and why?</b>	<b>RE: F2- Which people are special and why?</b>	<b>RE: F1- Which stories are special and why?</b> <ul style="list-style-type: none"> <li>• talk about some religious</li> </ul>	<b>RE: F3- Which places are special and why?</b>	<b>RE: F6- What is special about our world?</b> <ul style="list-style-type: none"> <li>• talk about things they find</li> </ul>
--------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------	--------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------



<ul style="list-style-type: none"> <li>personal experiences of belonging</li> <li>share and record occasions when things have happened in their lives that made them feel special</li> <li>recall simply what happens at a traditional Christian infant baptism and dedication</li> <li>recall simply what happens when a baby is welcomed into Islam</li> <li>hold conversations about special religious signs of belonging, using new vocabulary</li> <li>talk about the lives of other people using simple ideas about the experiences of belonging and</li> <li>community</li> <li>talk about information on the ways different religious communities of the UK welcome a new baby</li> </ul>	<ul style="list-style-type: none"> <li>give examples of special occasions and suggest features of a good celebration</li> <li>recall simple stories connected with Christmas / Easter and a festival from another faith</li> <li>say why Christmas / Easter and a festival from another faith are special times for believers</li> <li>hold conversations about special religious times using new vocabulary</li> <li>talk about the lives of other people using simple ideas about how celebrations are valued</li> <li>talk about information on the festivals of different religious communities of the UK</li> </ul> <p><i>Church visit</i></p>	<ul style="list-style-type: none"> <li>talk about people who are special to them</li> <li>say what makes their family and friends special to them</li> <li>identify some of the qualities of a good friend</li> <li>recall and talk about stories of Jesus as a friend to others</li> <li>recall a story about a special person in Sikhism and talk about what can be learnt from it</li> <li>use new vocabulary as they hold conversations about religious materials</li> </ul> <p><i>Vicar visit to school</i></p>	<p>stories</p> <ul style="list-style-type: none"> <li>recognise and use new vocabulary, especially some religious words,</li> <li>identify some of their own feelings in the stories they hear</li> <li>identify and name a sacred text and religion,</li> <li>use recently acquired vocabulary to talk about what simple teachings from the religious stories</li> <li>use talk expressively to share ideas about the experiences of thanking and being thanked, praising and being praised</li> </ul>  <p><b>Walking in Faith Wellbeing Wednesday</b></p> <ul style="list-style-type: none"> <li>To learn about showing love and compassion to others through The Parable of the Good Samaritan</li> <li>To learn the power of forgiveness through The Prodigal Son</li> <li>To understand the value of serving others through Jesus Washes His Disciples' Feet</li> <li>To understand the importance of gratitude through Jesus Feeds the Five Thousand</li> <li>To learn about inner peace and compassion through Jesus Calms the Stormy Sea</li> </ul>	<ul style="list-style-type: none"> <li>talk about somewhere that is special to themselves, saying why</li> <li>be aware that some religious people have places which have special meaning for them</li> <li>talk about the things that are special and valued in a place of worship</li> <li>identify some significant features of sacred places</li> <li>recognise a place of worship</li> <li>know a similarity and a difference between two different places of worship</li> <li>get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</li> </ul>	<p>interesting, puzzling or wonderful and also about their own experiences and feelings about the world</p> <ul style="list-style-type: none"> <li>re-tell stories, talking about what they say about the world, God, human beings</li> <li>think about the wonders of the natural world, expressing ideas and feelings</li> <li>express ideas about how to look after animals and plants</li> <li>explore the natural world, making space for responses of joy, wonder and curiosity</li> <li>talk about what people do to mess up the world and what they do to look after it</li> <li>hold conversations using new vocabulary about caring for the world</li> <li>talk about the lives of other people using simple ideas about care for nature and animals</li> <li>talk about information on the ways different religious communities care for our world</li> </ul>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

			<ul style="list-style-type: none"> <li>To learn about treating others with kindness and respect through The Golden Rule</li> </ul>		
Diwali Halloween Harvest Day of the Dead Bonfire Night Hanukkah Christmas	New Year Easter Ramadan Eid Passover Holi Chinese New Year	Transition- moving on			
Exploration of immediate surroundings and outdoors	Exploration of seasons and hot and cold places	Exploration of our locality and contrasting localities.			
Children will be learning to: ELG: The Natural World <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>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.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>					
Ongoing through the year taught through provision and/ or explicitly.					

<p>Materials, inc. changing materials</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>- <i>steam, liquid, boil, ice, wood, plastic, metal, glass, wool,</i></p>
<p>Humans</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><i>teeth, decay, cavity, healthy, unhealthy, energy, body parts, grow, brain, blood</i></p>
<p>Seasonal change</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><i>ice, freeze, melt, cold, temperature, warm, Autumn, Winter, Spring, Summer, grow, migrate, hibernate, bulb, seed, nest, egg</i></p>
<p>Animals, excluding humans</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>- <i>living/ not living, common animals and biomes of the world,</i></p>
<p>Living things and their habitats</p> <ul style="list-style-type: none"> <li>- Explore the plants in the surrounding natural environment</li> <li>- Explore the animals in the surrounding natural environment</li> <li>- Explore plants and animals in a contrasting natural environment</li> </ul>	<p><i>wet, dry, damp, dark, light, warm, cold, describing words for animals and plants</i></p>
<p>Sound</p> <ul style="list-style-type: none"> <li>- Listen to sounds outside and identify the source</li> <li>- Make sounds</li> </ul>	<p><i>loud, quiet, instrument, volume</i></p>
<p>Forces</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><i>push, pull, wheel, seesaw, heavy, light, turn</i></p>
<p>Light</p> <ul style="list-style-type: none"> <li>- Explore shadows</li> <li>- Explore rainbows</li> </ul>	<p><i>light, dark, bright, shadow, colours, mix</i></p>
<p>Earth and space</p> <ul style="list-style-type: none"> <li>- Learn about the Solar System and stars</li> <li>- Learn about space travel</li> </ul>	<p><i>light, dark, bright, day, night, Sun, moon, Earth, rocket, astronaut</i></p>

*Name plants: Holly, evergreen, oak, acorn, conker.*

*Name animals: squirrel, badger, fox, rabbit, hedgehog, rabbit, mouse.*

*Name plants: snowdrop, bluebell, crocus*

*Name birds: Wood pigeon, magpie, robin, owl, blackbird, sparrow.*

*Name farm animals and their young. E.g. cow/ calf, chicken/ chick, duck/ duckling, sheep/ lamb, pig/ piglet*

*Name plants: daisy, dandelion, buttercup*

*Name animals: zoo animals and natural habitats e.g. lion-savannah, orangutan- jungle.*

*Name minibeasts: woodlouse, snail, slug, worm, butterfly, caterpillar, bee, wasp, centipede.*

		<i>Name fruits and vegetables:</i>		<i>Name different materials and know where they come from.</i>	
Harvest Black History	Halloween Bonfire Night Remembrance Day Diwali Hanukkah Christmas  Autumn	New Year Chinese New Year Valentine's Day Pancake Day  Winter	Science Week Mothers' Day Holi Easter  Spring	St George's Day Ramadan Eid	Father's Day Great Science Share  Summer

Farmer Sam weekly visits throughout the year.  
Ongoing observations of seasons changing.

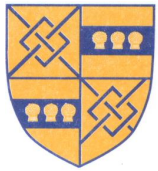
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Expressive Arts and Design</b>            The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them 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>Children will be learning to:            ELG: Creating with Materials</p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role-playing characters in narratives and stories.</li> </ul>					
<p>Children will be learning to:            ELG: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>					
<p>Access Art: <a href="#">Understanding Identity and Exploring Relationships</a>            Feeling connected</p>		<p>Access Art: <a href="#">Exploring the Natural World</a>            Being inspired by the world around us</p>		<p>Access art: <a href="#">Exploring the Power of Creativity</a>            Making Art</p>	
<p>Investigating colour, including naming and mixing.            Investigating form through construction, shaping and modelling..            Investigating texture through simple collages with different materials.            Investigating drawing through experimenting with a variety of tools.            Investigating repeating patterns.</p>		<p>Investigating drawing by investigating different lines and using drawing to tell a story.            Investigating colour through a variety of tools.            Investigate texture through simple weaving.            Investigate printing with a variety of objects.            Investigate pattern through simple symmetry.</p>		<p>Investigate drawing by exploring different textures.            Encourage accurate drawings of people, adding detail when drawing.            Investigate printing by making rubbings.            Investigate pattern creating repeating and irregular patterns.</p>	
<ul style="list-style-type: none"> <li>• <b>Drawing</b>            Begin to use a variety of drawing tools            Use drawings to tell a story Investigate different lines            Explore different textures Encourage accurate drawings of people</li> <li>• <b>Colour</b>            Experimenting with and using primary colours            Naming            mixing (not formal)            Learn the names of different tools that bring colour            Use a range of tools to make coloured marks on paper</li> <li>• <b>Texture</b></li> </ul>					

<p>Handling, manipulating and enjoying using materials</p> <p>Sensory experience</p> <p>Simple collages</p> <p>simple weaving</p> <ul style="list-style-type: none"> <li>● <b>Form</b></li> </ul> <p>Handling, feeling, enjoying and manipulating materials</p> <p>Constructing</p> <p>Building and destroying</p> <p>Shape and model</p> <ul style="list-style-type: none"> <li>● <b>Printing</b></li> </ul> <p>Rubbings</p> <p>Print with variety of objects</p> <p>Print with block colours</p> <ul style="list-style-type: none"> <li>● <b>Pattern</b></li> </ul> <p>Repeating patterns</p> <p>Irregular painting patterns</p> <p>Simple symmetry</p> <ul style="list-style-type: none"> <li>● <b>Exploring and developing ideas.</b></li> </ul> <p>Look at and describe the work they have produced and describe simple techniques and media used. Say what they like about their work and others'.</p> <ul style="list-style-type: none"> <li>● <b>Responding to art</b></li> </ul> <p>Look at pieces of art and say what they like about it. Ask simple questions about a piece of art.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Use of DEAL Drama strategies to build children's understanding of characters and stories through the year.

<p>Children will learn listening and performing skills using rhythm tags, dynamics, pitch and tempo, performing individually, in small groups and as an ensemble using voices, body percussion and a selection of untuned percussion instruments.</p> <ul style="list-style-type: none"> <li>● To tap a pulse, keep the beat and say names in time.</li> <li>● To create and perform rhythm patterns (red and yellow), using body percussion and untuned instruments.</li> <li>● To sing alone and as part of a group.</li> <li>● To move to a pulse, noticing changes in tempo.</li> <li>● To maintain tempo (keep a steady beat).</li> <li>● To follow a conductor.</li> <li>● To sing with increasing confidence</li> </ul>	TBC	TBC
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----	-----

Songs of the half-term: <ul style="list-style-type: none"> <li>Pat-a-cake</li> <li>1, 2, 3, 4, 5, Once I Caught a Fish Alive</li> <li>This Old Man</li> <li>Five Little Ducks</li> </ul>	Songs of the half-term: This year's Nursery Rhyme Week songs.	Songs of the half-term: I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock	Songs of the half-term: <ul style="list-style-type: none"> <li>Wind The Bobbin Up</li> <li>Rock-a-bye Baby</li> <li>Five Little Monkeys Jumping On The Bed</li> <li>Twinkle Twinkle</li> </ul>	Songs of the half-term: <ul style="list-style-type: none"> <li>Old Macdonald</li> <li>Incy Wincy Spider</li> <li>Baa Baa Black Sheep</li> <li>Row, Row, Row Your Boat</li> </ul>	Songs of the half-term: <ul style="list-style-type: none"> <li>If You're Happy And You Know It</li> <li>Head, Shoulders, Knees And Toes</li> <li>The Wheels On The Bus</li> <li>The Hokey Cokey</li> </ul>
	Nursery Rhyme Week				



Vernon Park Primary School

## The Early Learning Goals

By the end of the EYFS children at the expected level of development will:

Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and</li> </ul>	<p>ELG: Self-Regulation</p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> </ul>	<p>ELG: Gross Motor Skills</p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and</li> </ul>	<p>ELG: Comprehension</p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>Anticipate - where appropriate - key events in stories;</li> </ul>	<p>ELG: Number</p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) upto 5.</li> </ul>	<p>ELG: Past and Present</p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<p>ELG: Creating with Materials</p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the</li> </ul>

<p>small group interactions;</p> <ul style="list-style-type: none"> <li>• Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p>ELG: Speaking</p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to following instructions involving several ideas or actions.</li> </ul> <p>ELG: Managing Self</p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p>ELG: Building Relationships</p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others;</li> <li>• Form positive attachments to adults and friendships with peers;</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>	<p>coordination when playing.</p> <ul style="list-style-type: none"> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p>ELG: Fine Motor Skills</p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing—using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p>ELG: Word Reading</p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>• Read words consistent with their phonic knowledge by sound-blending;</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p>ELG: Writing</p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed;</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>ELG: Numerical Patterns</p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<p>ELG: People, Culture and Communities</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, 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 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>ELG: The Natural World</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p>process they have used.</p> <ul style="list-style-type: none"> <li>• Make use of props and materials when role-playing characters in narratives and stories.</li> </ul> <p>ELG: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



