



St John the Evangelist Catholic Academy



Early Years Long Term Plan

Characteristics of Effective Learning	<p>Playing and exploring: Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.</p> <p>Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>
Overarching principles	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – they work in partnership.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Weeks in the Terms	8 Weeks	7 Weeks	6 Weeks	5 Weeks	6 Weeks	7 Weeks
Nursery Themes	Me, myself and I!	Happiness – celebrations from around the world!	Traditional Tales	The world around me!	Storytime!	Where in the world!
Enrichments	<p>Friendship Individual identity My family My values Autumn Changes (sight and touch) Harvest Festival</p> <p>Starting school / New Beginnings Sharing and falling out Emotions What makes us special Likes / dislikes Saying no / standing up for ourselves. Naming parts of our body Changes around us (Autumn) Being kind / staying safe Family / belonging</p>	<p>Birthdays Diwali Fireworks Hannukah Autumn into winter Advent/Christmas</p> <p>Family traditions Exposure to other faiths Common features of celebration. Light and dark</p>	<p>Traditional Tales EAD / Communication / PSED / Literacy led topic.</p> <p>Listening to and joining in with longer stories. Role-play and imaginative play based on known stories. Stranger danger Keeping healthy – diet and exercise</p>	<p>Plants & Animal growth Lifecycles Time (Lent – 40 days) Spring changes</p> <p>Plants & Animal growth Spring changes Planting Jacks beans. The great outdoors Forest School Mini beast zoo /</p> <p>Caring for the world / litter</p>	<p>A known story teller Making links Longer stories Characters good / bad</p> <p>Creating own fantastical stories. EAD – imagination out of this world. Down on the Farm</p>	<p>Transport Journeys The Earth (linked back to Creation revisit) Another place in the world - Africa</p> <p>Google Earth Where in the world have you been? Where do we live in the UK/ world? My journey to school Go Jetters Comparative locations</p>
Reception Themes	All About me!	Celebrations!	Amazing Animals!	Come Outside!	Terrific Tales!	Ticket to ride!
Enrichments	<p>Friendship My Superheroes Healthy Me Well-being</p> <p>Starting school /</p>	<p>Autumn Season Diwali Fireworks Christmas</p> <p>Harvest</p>	<p>Winter Season Arctic Animals Nocturnal Animals Minibeasts</p> <p>Animals around the world</p>	<p>Plants & Flowers Food Weather Spring Season</p> <p>Plants & Flowers</p>	<p>Traditional Tales Summer Season Changes Looking after me</p> <p>Traditional Tales</p>	<p>Transport Journeys Space Under the sea</p> <p>Around the Town</p>

	<p>New Beginnings Superheroes People who help us / Careers Staying healthy / Food / Human body How have I changed? My family / PSED focus What am I good at? Being kind / staying safe</p>	<p>Nursery Rhymes The Nativity Performance Christmas Lists Letters to Father Christmas</p>	<p>Climates / Hibernation Animal Arts and crafts Night and day animals Animal patterns/Habitats Minibeasts</p>	<p>Weather / Seasons The great outdoors -Forest School Planting seeds Make a sculpture: Andy Goldsworthy Reduce, Reuse & Recycle Fun Science / Materials</p>	<p>Story settings Gingerbread making – Instructions Summer seasonal changes Van Gogh art – Sunflowers</p>	<p>How do I get there? Where in the world have you been? Where do we live in the UK/ world? Vehicles past and Present Design your own transport! Off on holiday / clothes Send me a postcard! Marine life Fossils – Mary Anning Seasides in the past Compare: Now and then Fly me to the moon! Who was Neil Armstrong?</p>
<p>Trips and Enhancements</p> <p>Year 1</p>	<p>Autumnal Grounds Tour</p>	<p>Walk to the Post-Box</p> <p>Map work and Seasonal Changes</p> <p>Wedding Celebration</p> <p>Let's See Santa – Castaway Wednesday 18th December</p>	<p>Church Visit – Baptism book minibus x2</p>	<p>Dental Hygiene Visit</p> <p>Teddy Bear Hospital – 19th March</p> <p>Lower Drayton Farm</p>	<p>Egg Hatching</p> <p>Pond Dipping – Thur 16th May</p>	<p>Butterflies – Released</p> <p>Orienteering – Map Skills – School Grounds</p> <p>International Day</p> <p>Train Ride – Stafford Park – 12th June</p> <p>Summer Fun Day – Thur 17th June</p>
<p>Year 2</p>	<p>Autumnal Grounds Tour</p> <p>Visit Key Staff Members around the school site.</p>	<p>Walk to the Post-Box</p> <p>Map work and Seasonal Changes</p> <p>Let's See Santa – The National Forest Adventure Farm Wednesday 10th December</p>	<p>Church Visit – Baptism book minibus x2 19-23rd January</p> <p>Wednesday 21st January Provisionally Booked</p>	<p>Dental Hygiene Visit</p> <p>Teddy Bear Hospital – Mrs Else</p> <p>Amerton Farm – Coach 60 – lambing??? Beginning Wednesday 11th March Provisionally Booked</p>	<p>Egg Hatching</p> <p>Pond Dipping - Minibuses x2 morning nursery/ Reception afternoon</p> <p>Thursday 14th May Provisionally Booked</p>	<p>Chester Zoo/ Hoo Zoo – Coach for up to 70 Wednesday 10th June</p> <p>Butterflies – Released</p> <p>Orienteering – Map Skills – School Grounds</p> <p>International Day</p> <p>School Fun Day</p>
<p>Celebrations / Enrichments</p>	<p>International Day of Charity – 5th September International First Aid Day – 13th September Recycling Week – 22nd - 28th September</p>	<p>Diwali – 20th October Bonfire Night – 5th November Inter Faith Week- 9th – 16th November Remembrance Day –</p>	<p>World Religion Day – 18th January Chinese New Year – 17th February – 3rd March Time to Talk Day – 1st February</p>	<p>St David's Day – 1st March World Wildlife Day – 3rd March LENT – 18th February – 2nd April World Book Day –</p>	<p>St George's Day – 23rd April Ascension – 14th May St Rita of Cascia – 22nd May – Class Assembly World Bee Day –</p>	<p>World Environment Day – 5th June D-Day – 6th June Healthy Eating Week – 10th – 14th June</p>

	<p>International Day of Sign Language – 23rd September</p> <p>European Day of Languages – 26th September</p> <p>Black History Month – 1st – 31st October</p> <p>International Walk to School Month – 1st – 31st October</p> <p>World Mental Health Day- 10th October</p> <p>Harvest Festival – 18th October</p> <p>Halloween – 31st October</p>	<p>11th November</p> <p>Anti-Bullying Week – 10th – 14th November</p> <p>St. Andrew’s Day – 30th November</p> <p>Road Safety Week – 14th – 24th November</p> <p>Christmas Jumper Day – 11th December</p> <p>Diwali – 31st October – 1st November</p> <p>Bonfire Night – 5th November</p> <p>Inter Faith Week- 10th – 17th November</p> <p>Remembrance Day – 11th November</p> <p>Anti-Bullying Week – 11th – 15th November</p> <p>St. Andrew’s Day – 30th November</p> <p>Road Safety Week – 17th – 23rd November</p> <p>Christmas Jumper Day – 12th December</p>	<p>Children’s Mental Health Week – 9th - 15th February</p> <p>Safer Internet Day – 10th February</p> <p>Valentine’s Day – 14th February</p> <p>Random Acts of Kindness Week – 14th-20th February</p> <p>World Religion Day – 18th January</p> <p>Chinese New Year – 17th February</p> <p>Time to Talk Day – 6th February</p> <p>Children’s Mental Health Week – 9th – 15th February</p> <p>Safer Internet Day – 10th February</p> <p>Valentine’s Day – 14th February</p> <p>Random Acts of Kindness Week – 14th-20th February</p>	<p>5th March</p> <p>British Science Week – 6th – 15th March</p> <p>St Patrick’s Day – 17th March</p> <p>World Bee Day – 20th May</p> <p>Ramadan – 17th February – 18th March</p> <p>Mother’s Day – 15th March</p> <p>Eid – 19th – 20st March</p> <p>Passover – 12th – 20th April</p> <p>Holy Week – 29th March – 5th April</p> <p>World Art Day – 15th April</p> <p>Good Friday – 3rd April</p> <p>Easter – 5th April</p>	<p>20th May</p> <p>Pentecost – 24th May</p> <p>National Biscuit Day – 29th May</p>	<p>EYFS Father’s Day afternoon – 11th June</p> <p>Father’s Day Assembly/Breakfast – 13th June</p> <p>Father’s Day – 15th June</p> <p>Sports Day –</p> <p>Picnic Day –</p> <p>Fun Day –</p>
<p>Nursery High Quality Texts</p> <p>Rhyme of the Week RE based text Non-Fiction</p> <p>Traditional Rhymes Repeated</p> <p>1, 2, 3, 4,5 (Number)</p> <p>Head shoulders knees and Toes (Physical)</p> <p>Tommy Thumb (Fine Motor)</p> <p>Row, Row, Row Your Boat (EAD/PSED)</p> <p>Miss Polly (PSED/ Gross)</p> <p>Dingle Dangle (Seasonal)</p> <p>Twinkle, Twinkle (C&L)</p> <p>Incy Wincy Spider</p>	<p>2. Colour Monster happy, sad, fear, angry, worried</p> <p>Tommy Thumb</p> <p>3. The Creation Story earth, ocean, human, animal, create</p> <p>Twinkle, Twinkle, Little Star.</p> <p>4. This is Our House mine, yours, ours, share, friend</p> <p>Row, Row, Row the Boat.</p> <p>5. Leaf Man travel, gliding, drifting, following, occupation</p> <p>Dingle, Dangle Scarecrow</p> <p>6. The Very Last Leaf (Mental Health Day 10/10) worried, challenge, jealous, expected, cheered</p> <p>Dingle, Dangle Scarecrow</p> <p>7. Who’s In My Family?</p>	<p>1. Firework Night (Enid Blyton poem) yelp, trembling, fright, crouch, mistress</p> <p>The Firework Rhyme</p> <p>2. Binny’s Diwali Diwali, temple, diva, sari, celebration</p> <p>Twinkle, Twinkle</p> <p>3. Kippers Birthday invitations, changed, deliver, tomorrow, yesterday</p> <p>1,2,3,4,5 Once I Caught</p> <p>4. The Fox’s Tale safe, frightened, sharply, forget, remember</p> <p>Incy Wincy</p> <p>5. The Nativity carpenter, innkeeper, shepherds, wise, special</p> <p>Heads, Shoulders, Knees and Toes</p>	<p>1. The Gingerbread Man author, character, fiction, setting,</p> <p>Tommy Thumb</p> <p>2. The Three Little Pigs brave, heavy, roared, hurried, angry</p> <p>1,2,3,4,5 Once I caught</p> <p>3. Goldilocks and the Three Bears plot, plodded, growled, squeaked, wailed</p> <p>When Goldilocks went to the House of the Bears</p> <p>4. Little Red Riding Hood beside, forest, under, crept, healthy</p> <p>Miss Polly Had A Dolly</p>	<p>1. Jack and the Beanstalk poor, thumping, banging, crashing, stamping.</p> <p>1,2,3,4,5 Once I Caught</p> <p>2. Jasper’s Beanstalk Monday, Tuesday, Wednesday, Thursday, Friday</p> <p>Days of the Week</p> <p>3. Oliver’s Vegetables morning, lunch, evening, night, afternoon</p> <p>Mother’s Day Rhyme</p> <p>4. The Growing Story Grow, taller, longer, buds, warmer</p> <p>5 Little Ducks went swimming</p> <p>5. The Very Hungry Caterpillar Monday, Tuesday, Wednesday, Thursday, Friday</p> <p>Days of The Week</p>	<p>1. The Gruffalo through, under, by (next to) top, in (inside)</p> <p>Tommy Thumb</p> <p>2. Monkey Puzzle coils, slither, shriek, croak, creatures</p> <p>Heads, Shoulders, Knees and Toes</p> <p>3. Spinderella jealous, quarrelling, excited, backwards, forwards.</p> <p>Incy Wincy</p> <p>4. Tiddler imagination, tales, story, dreaming, writer</p> <p>1,2,3,4,5 Once I Caught</p> <p>5. What the Ladybird Heard pen, dainty, crept, pay, steal</p> <p>Old Macdonald</p> <p>6. What the Ladybird Heard Next</p>	<p>1. Oxford School Atlas non-fiction, contents, index, information, fact</p> <p>Row, Row, Row Your Boat</p> <p>2. Whoever You Are world, home, language, same, different</p> <p>Heads, Shoulders, Knees and Toes</p> <p>3. The Train Ride journey, meadow, town, seaside, country</p> <p>Wheels on the Bus</p> <p>4. Handa’s Surprise delicious, ripe, tangy, creamy, spiky</p> <p>Tusk, Big Ears, Nose that Grows</p> <p>5. Bugs Big Trip across, behind, under, between, in front.</p> <p>Humpty, Dumpty</p> <p>6. Martha Map’s It Out Map, universe, planet, city, street</p> <p>Miss Polly had a Dolly</p>

	<p>family, different, same, safe, healthy / loved</p> <p>Miss Polly had a Dolly</p> <p>8.The Little Acorn wedding, wife, husband, frown, honked</p> <p>Dingle, Dangle Scarecrow</p>	<p>6. Donkey's First Christmas precious, unfamiliar, shelter, exhausted, faithful</p> <p>Rudolph the Red Nose Reindeer</p> <p>7. Daily vote – Christmas texts</p> <p>Away in a Manger</p>	<p>5. Alice in Wonderland shade, darted, scampered, marched, potion</p> <p>Row, Row, Row the Boat</p> <p>6. The Great Race & Bloom (Children's Mental Health Week) emperor, prowled, swift, swooped, faintly</p> <p>Chinese Dragon</p> <p>Additional text</p> <p>Once upon a ... (Safer Internet Week) safety, discovered, laptop, online</p>	<p>Additional text</p> <p>Text to be confirmed (World Book Day) grand, parade, kingdoms, crystal, shrank</p> <p>Knowing God / Easter Story betrayed, friend, fear, strength, resurrection</p> <p>Did you ever see a Bunny</p>	<p>Speckled, , vote, racket, deafening, collapsed</p> <p>Old Macdonald alternative</p>	<p>7. My Granny Went to Market. market, temple, lanterns, spiralled, fluttered</p> <p>He's Got the Whole World (Father's day)</p>
<p>Reception High Quality Texts</p> <p>Rhyme of the Week</p> <p>RE based text</p> <p>Lifecycle texts</p>	<p>2. Creation Story family, Creation ,unique, mother, father</p> <p>Heads, Shoulders, Knees and Toes</p> <p>3. You Choose desert, city, villa, merry-go-round, hammock</p> <p>Tommy Thumb</p> <p>4. The Tiger that Came to Tea suddenly, wonder, grocer, furry, dish</p> <p>I'm a Little Teapot</p> <p>5. Ravi's Roar Squash, between, furious, sprouted, nervous</p> <p>If You're Happy and You Know It</p> <p>6. The Colour Monster (Mental Health Day) sadness, happiness, fear, angry, calm</p> <p>I Can Sing a Rainbow</p> <p>7. Owl Babies trunk, hunting, ivy, suppose, flapped</p> <p>Hickory, Dickory, Dock</p> <p>8. Funny Bones Skeleton, dark, cellar, frighten, connected</p> <p>Them Bones</p>	<p>1. Fireworks (James Carter Poem) dazzle, sizzle, crack, whizz, sparkle</p> <p>Remember, Remember</p> <p>2. All About Friends introduce, routine, activity, interrupt, disagree</p> <p>Make a New Friend</p> <p>3. The Bible – The Wedding at Cana wedding, feast, celebration, miracle, disciple</p> <p>Old Mother Hubbard</p> <p>4. Stickman deserted, mast, weary, stretches, scrape</p> <p>5 Little Ducks</p> <p>5. The Bible – The Nativity Jesus, stable, manger, precious, Census</p> <p>Twinkle, Twinkle</p> <p>6. The Jolly Postman conjurer, occupier, enchanting, cheques, thimble</p> <p>Pat-a-Cake</p> <p>7. The Jolly Christmas Postman fiddlers, crooked, vanished, quiver, chiming</p> <p>The Grand Old Duke of York</p>	<p>1. Little Snowflake frosty, strands, hurled, fluttered, aglow</p> <p>Sing a Song of Sixpence</p> <p>2. When it Starts to Snow sparrow, lodge, hoe, stoat, burrow</p> <p>Jack and Jill</p> <p>3. Snowball gazed, bigger, gathering, commotion, disaster</p> <p>Mulberry Bush</p> <p>4. Little Bear snoozed, forest, moose, valley, roots</p> <p>Sleeping Bunnies</p> <p>5. Ruby's Worry (Children's Mental Health Week) pretended, wondered, enormous, hovering, shrink</p> <p>This is the Way...</p> <p>6. Penguin Pig (Safer Internet Week) browsing, internet, discovered, website, exist</p> <p>Hey Diddle Diddle</p>	<p>1. Tree, Seasons Come and Seasons Go gripped, peeping, scamper, glistening, ablossom</p> <p>Mary, Mary Quite Contrary</p> <p>2. A World for Me and You (World Book Day) shade, earthy, squid, crinkly, expressions</p> <p>Mary had a Little Lamb</p> <p>3. One Springy Day workshop, chuckled, clomp, nuisance, muffled</p> <p>Baa, Baa, Black Sheep</p> <p>4. Little Chick feathers, soared, journey, waterfall, miles</p> <p>5 Little Eggs in an Incubator</p> <p>5. A Stroll Through the Seasons tilted, flourish, countryside, pollen, critters</p> <p>Little Bo Peep</p> <p>Knowing God / Easter Story betrayed, friend, fear, strength, resurrection</p> <p>Little Raindrop</p>	<p>1. Stinky Jack and the Beanstalk roared, grabbed, delighted, sneaked, supper</p> <p>10 in a Bed</p> <p>2. Give us Smile Cinderella lazed, twice, posh, trailed, raggedy</p> <p>Incy Wincy Spider</p> <p>3. Eat your Greens Goldilocks rumbling, Gobbled, steaming, compare, mend</p> <p>Teddy Bear, Teddy Bear</p> <p>4. Keep Running Gingerbread Man Smug, meadow, irritating, annoying, soared</p> <p>Old Macdonald Had a Farm</p> <p>5. Blow Your Nose, Big Bad Wolf Wagon, delighted, politely, tumbling, gigantic</p> <p>This Little Piggy</p> <p>6. Good or Bad, Little Red Riding Hood Strangers, awful, jewellery, nightie, croaked</p> <p>Five Little Speckled Frogs</p>	<p>1. The Lighthouse Keepers Lunch perched, industrious, polished, concocting appetising</p> <p>Row, Row, Row your Boat</p> <p>2. The Lighthouse Keepers Mystery muttered, tackle, tangled, peered, nudged</p> <p>Pirate Ship</p> <p>3. Oxford School Atlas non-fiction, contents, index, information, fact</p> <p>Down at the Station</p> <p>4. Saving Tally dangerous, dangle, scuttling, hypnotised, surrounded</p> <p>1, 2, 3, 4, 5 Once I Caught a Fish Alive</p> <p>5. The Snail and the Whale soot, flock, immensely, frolicked, hideous</p> <p>The Wheels on the Bus</p> <p>6. Handa's Noisy Night snorting, chattering, rattling, squeaking, slurping</p> <p>One Potato, Two Potato...</p> <p>7. Bob, The Man on the Moon tourists, somersaults, craters. Souvenirs, wits</p>

		The Best Diwali Ever diva, rangoli festival, Diwali, smudges	Hibernation Hotel fidgeted, exhausted, oblige, flung, botheration	boomed, lightening, streaked, peculiar, root The Shopping Basket kennel, clumsy, hurried, railings, short The Tiny Seed autumn, winter, spring, summer, looms		5 Little Men in a Flying Saucer
Catholic Social Teaching Nursery	Online safety rules School / class rules Celebration of self Appreciation of others All about families Harvest Festival Class responsibilities Vocations- dress up Class family display Nativity Diwali Hanukah Church Visit Road safety week Town map making Anti-bullying Winter themed provision		Conversational skills Chinese New Year Child choice role play Charitable – LENT Red riding hood – less fortunate World Book Day – A World for Me and You Vocation links to role play and reading area Mother’s Day - give thanks Collaborative activities – shared goal Big bird watch Growth Jaspers Beanstalk – growth from the land. Messy Maggie – caring for our world Lent money raising project from growing plants		St John the Evangelist Assembly. Child choice activities. Child Choice Role Play Class responsibilities – prayer leader – discussion about the importance of trust / role models. Sports Day – team outcomes. Father’s Day – give thanks – what role do mothers play in our lives. Vocation day. Aspirations for the next academic year. Cultural comparisons – UK / Africa Collaborative / imaginative play. Whoever you are text – valuing the individual. Climate / a landscape comparisons- UK / Africa. Aspiration / celebration of travel Vegetable garden Farm visit Local environment.	
Catholic Social Teaching Reception	School / class rules Class responsibilities – prayer leader – discussion about the importance of trust / role models. Celebration of self Appreciation of others All about families and friends Harvest Festival Class responsibilities Vocations Nativity Diwali Hanukah Road safety week Anti-bullying Winter themed provision		Online safety rules Chinese New Year Child choice role play Charitable – LENT World Book Day – A World for Me and You Vocation links to role play and reading area Mother’s Day - give thanks Collaborative activities – shared goal Big bird watch Growth Lent money raising project from growing plants Farm Trip		Our Lady of Fatima Child choice activities. Child Choice Role Play Sports Day – team outcomes. Father’s Day – give thanks – what role do mothers play in our lives. Vocation day. Aspirations for the next academic year. Cultural comparisons – UK / Africa Collaborative / imaginative play. Whoever you are text – valuing the individual. Climate / a landscape comparisons Aspiration / celebration of travel Vegetable garden Local environment.	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Themes	Me, myself and I!	Happiness – celebrations from around the world!	Traditional Tales	The world around me!	Storytime!	Where in the world!
Units	Creation – God the Creator God Our Father Cares For Us	Advent – Getting Ready Christmas – Mary the Mother of Jesus	Baptism – My Name God’s Family	Lent – Jesus & His Father Holy Week – Hearing	Easter – ‘Alleluia’ Pentecost – The Air Around Us	Special Celebrations
Alternate Faiths	Festival Diwali/Eid/Holi KU 1 Listen to and talk about religious stories and respond to what they hear with relevant comments. KU 2 Sing songs, make music and dance to express religious stories.		Islam Prayer KU 10 Listen, talk about and role play how people act in a particular way because of their beliefs.		Islam Place of Worship KU 16 Use key religious words appropriate to their age and stage of development.	
Reception Themes	All About me!	Celebrations!	Amazing Animals!	Come Outside!	Terrific Tales!	Ticket to Ride!
Units	Creation – God the Creator People Who Help Us	Advent Christmas	Baptism People Who Care for Us	Lent Holy Week Easter	Easter Pentecost	Prayer
Alternate Faiths	Festival Diwali/Eid/Holi KU 3 Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories. KU 4 Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play.		Islam Prayer KU 8 Listen, talk about and role play similarities and differences in relation to places they have read or heard about family, church communities and religious stories. KU 14 Listen and talk about religious signs and symbols used in worship.		Islam Place of Worship KU 13 Listen, talk about and role play how people behave in the local, national and universal church community.	
	<p style="text-align: center;">Diwali Rama & Sita goodness over evil light over dark Eid two-day celebration of fun and amusements dependent upon the moon (first crescent moon) Allah’s love and blessing Holi festival of colours, love and spring eternal and divine love of God Radha and Kishna Prayer Five times a day Men & women prayer separately Prayer mat</p>					

	Places of Worship <i>Mosque - a place of congregation or prostration</i> Mandir- Temple
Tier 2 Vocabulary	Diwali - festival Celebration Candles Temple Family light dark good evil Eid - moon crescent celebration amusements blessing love Holi - festival love spring eternal divine love gods Prayer - kneel men women separately Places of Worship - building community gather
Tier 3 Vocabulary	Diwali - Diva Lamps Rangoli patterns Rama Sita Eid - Allah Holi - Radha Kishna Prayer - Prayer mat Places of Worship - Mosque Mandir - Temple

Communication and Language

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p>Communication and Language</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 Themes</p>	<p>Me, myself and I!</p>	<p>Happiness – celebrations from around the world!</p>	<p>Traditional Tales</p>	<p>The world around me!</p>	<p>Storytime!</p>	<p>Where in the world!</p>
<p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circle times, PSHE times, stories, singing, Speech and Language interventions, Phonics, EYFS productions, prayer sessions, assemblies and weekly interventions.</p> <p>Daily story time</p>	<p>Welcome to Nursery Settling in activities Making friends Standing up for yourself / resolving conflict. Modelled play / social stories. Children discuss their likes and dislikes. Planned discussion individual / small group / whole class with familiar content. Daily welcome / routine / song time. Rhyme time / word purse. Voice / speech sounds. Using language to talk about sounds in the world around me. Joining in with action rhymes.</p>	<p>Tell me a story! Sharing own experiences. Using new words / vocabulary in play. Singing a range of rhymes with increasing clarity and accuracy. Recalling events from simple stories. Naming and describing pictures / picture books. Following simple 1 step instructions Takes part in discussions Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.</p>	<p>Tell me why! Using language in imaginative play – story telling role play. Joining in with repeated refrains. Using language well Asks how and why questions... Discovering passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Talk it through! Uses new technical language linked to growth and understanding of lifecycles. Following 2 step / multistep instructions. Starts to describe / explain thinking.</p>	<p>What happened? Discovering passions Exploring linked works for a known author. Joining in with story-telling. 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</p>	<p>Time to share! Starting to ask questions about the world. Recounting experiences – showing some awareness of tense. Show and tell Weekend news Discovering passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example; places in different weather conditions and seasons.</p>
<p>Reception Themes</p>	<p>All About me!</p>	<p>Celebrations!</p>	<p>Amazing Animals!</p>	<p>Come Outside!</p>	<p>Terrific Tales!</p>	<p>Ticket to Ride!</p>

<p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circle times, PSHE times, stories, singing, Speech and Language interventions, Phonics, EYFS productions, prayer sessions, assemblies and weekly interventions.</p> <p>Daily story time</p>	<p>Welcome to Reception Settling in activities Making friends Children talking about experiences that are familiar to them Children talking about their passions / goals / dreams? Rhyming and alliteration Familiar Print Sharing facts about themselves Mood Monsters Shared stories Model talk routines through the day e.g. arriving in school: "Good morning, how are you?"</p>	<p>Tell me a story! Develop vocabulary Discovering passions Retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussions Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.</p>	<p>Tell me why! Using language well Asks how and why questions... Discovering passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Talk it through! Describe events in detail – time conjunctions Discovering passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story</p>	<p>What happened? Discovering passions 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</p>	<p>Time to share! Show and tell Weekend news Discovering passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example; places in different weather conditions and seasons.</p>
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Personal, Social, Emotional Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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 Themes	Me, myself and I!	Happiness – celebrations from around the world!	Traditional Tales	The world around me!	Storytime!	Where in the world!
Jigsaw and RSE	Being Me In My World	Celebrating Difference	Healthy Me	Dreams and Goals	RSE - Life to the Full	RSE - Life to the Full
	<ul style="list-style-type: none"> • I understand how it feels to belong and that we are similar and different. • I understand how feeling happy and sad can be expressed. • I can work together and consider other people’s feelings. • I can use gentle hands and understand that it is good to be kind to people. • I am starting to understand children’s rights and this means we should all be allowed to learn and play. • I am learning what being responsible means. 	<p>I can identify something I am good at and understand everyone is good at different things</p> <ul style="list-style-type: none"> • I understand that being different makes us all special • I know we are all different but the same in some ways • I can tell you why I think my home is special to me • I can tell you how to be a kind friend • I know which words to use to stand up for myself when someone says or does something unkind 	<ul style="list-style-type: none"> • I know the names for some parts of my body and am starting to understand that I need to be active to be healthy. • I can tell you some of the things I need to do to be healthy. • I know what the word ‘healthy’ means and that some foods are healthier than others. • I know how to help myself go to sleep and that sleep is good for me. • I can wash my hands and know it is important to do this before I eat and after I go to the toilet. • I know what to do if I get lost and how to say NO to strangers. 	<ul style="list-style-type: none"> • I understand what a challenge means. • I can keep trying until I can do something. • I can set a goal and work towards it. • I know some kind words to encourage people with. • I can start to think about the jobs I might like to do when I’m older. • I can feel proud when I achieve a goal. 	<ul style="list-style-type: none"> • I can recognise that I may not enjoy the same activities as my friends / mutual tolerance. • I understand that my actions have consequences. • I know I may need to say sorry. • I can express my feelings, the good, bad and ugly. 	<ul style="list-style-type: none"> • I know my body is amazing. • I can give thanks for the abilities I have. • I understand I was created in God’s image to love others. <p>I can talk about my aspirations for my future.</p>

Reception Themes	All About me!	Celebrations!	Amazing Animals!	Come Outside!	Terrific Tales!	Ticket to Ride!
<p>Jigsaw and RSE</p>	<p>Being Me In My World</p>	<p>Celebrating Difference</p>	<p>RSE – Life to the Full</p>	<p>Dreams and Goals</p>	<p>RSE – Life to the Full</p>	<p>Healthy Me</p>
	<ul style="list-style-type: none"> • I understand how it feels to belong and that we are similar and different • I can start to recognise and manage my feelings • I enjoy working with others to make school a good place to be • I understand why it is good to be kind and use gentle hands • I am starting to understand children’s rights and this means we should all be allowed to learn and play • I am learning what being responsible means 	<ul style="list-style-type: none"> • I can identify something I am good at and understand everyone is good at different things • I understand that being different makes us all special • I know we are all different but the same in some ways • I can tell you why I think my home is special to me • I can tell you how to be a kind friend • I know which words to use to stand up for myself when someone says or does something unkind 	<ul style="list-style-type: none"> • I understand that God created me and that I am unique with gifts, talents and abilities • I can move my body in different ways • I can talk about how I love God and love one another • I can tell you about the story feeding the 5000. • I know my responsibility to help people and the planet. 	<ul style="list-style-type: none"> • I understand that if I persevere I can tackle challenges • I can tell you about a time I didn’t give up until I achieved my goal • I can set a goal and work towards it • I can use kind words to encourage people • I understand the link between what I learn now and the job I might like to do when I’m older • I can say how I feel when I achieve a goal and know what it means to feel proud 	<ul style="list-style-type: none"> • I can tell you what I like and what I dislike. • I can tell you how I am feeling and what others might be feeling. • I understand that my actions have consequences. • I can tell you that I was a baby and how I will grow up. 	<ul style="list-style-type: none"> • I understand that I need to exercise to keep my body healthy • I understand how moving and resting are good for my body • I know which foods are healthy and not so healthy and can make healthy eating choices • I know how to help myself go to sleep and understand why sleep is good for me • I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet • I know what a stranger is and how to stay safe if a stranger approaches me
<p>Managing Self</p>	<p>Self-identity Understanding feelings Being in a classroom Being gentle Rights and Responsibilities</p>	<p>Identifying talents Being special Families Where we live Making friends Standing up for yourself</p>	<p>Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals</p>	<p>Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety</p>	<p>Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend</p>	<p>Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations</p>
<p>Self – Regulation Link to Behaviour for Learning</p>	<p><i>“Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done.”</i></p> <p style="text-align: right;"><i>Education Endowment Foundation</i></p>					

British Values

Democracy: making decisions together:

- Encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings. Demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.
- Provide activities that involve turn-taking, sharing and collaboration. Children will be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: understanding rules matter

- Ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong. ✓ Collaborate with children to create the rules and the codes of behaviour e.g. to agree the rules about tidying up

Individual liberty: freedom for all

- Children will develop a positive sense of themselves. Provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks.
- Offer a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions.

Mutual respect and tolerance: treat others as you want to be treated

- Create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. To know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences
- To encourage and explain the importance of tolerant behaviour such as sharing and respecting other's opinions
- Promote diverse attitudes and challenge stereotypes, e.g. sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

Physical Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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 Themes	Me, myself and I!	Happiness – celebrations from around the world!	Traditional Tales	The world around me!	Storytime!	Where in the world!
Fine Motor	<p>Making snips with paper:- Practise tearing paper Digging, scooping, pouring:- Sand/ water (buckets, spades and jugs) Able to use a spoon to feed self/ cups to drink Paint brushes – large movements – circular, up and down:- large paintbrushes/ large sheets of paper/ ground Use tweezers to pick up/ move large objects i.e. pasta Thread large objects onto pipe cleaners Using a variety of tools to manipulate play dough Using glue spreaders</p> <p>Pencil control:- Mark making using tools such as chunky chinks, mark makers in sand etc., predominantly using fist grip.</p>	<p>Making snips with paper:- Practise opening and closing blades on play dough etc. Digging, scooping, pouring:- Sand/ water (buckets, spades and jugs) Able to use a spoon to feed self/ cups to drink Paint brushes – large movements – circular, up and down:- large paintbrushes/ smaller sheets of paper/ ground Use tweezers to pick up/ move large objects i.e. pompoms Thread large objects onto pipe cleaners Using a variety of tools to manipulate play dough Using glue spreaders</p> <p>Pencil control:- Mark making using tools such as chunky chinks, mark makers in sand etc., predominantly using fist grip</p>	<p>Making snips with paper:- Practise snipping, using foam sheets etc., moving onto lines drawn on sugar paper Digging, scooping, pouring:- Sand/ water (buckets, spades and jugs and funnels) Able to use a fork to feed self/ cups to drink Paint brushes/ chinks – large movements – circular, up and down:- large paintbrushes/ chinks smaller sheets of paper/ ground Use tweezers to pick up/ move smaller objects i.e. small pompoms/ objects Thread large beads onto lace Using a variety of tools to manipulate play dough Using glue spreaders</p> <p>Pencil control:- Using mark makers with developing tripod grip and dominant hand to follow large pattern outlines</p>	<p>Practise activities to promote crossing the mid-line of the body i.e. passing a ball from left to right Digging, scooping, pouring:- Sand/ water (buckets, spades and jugs and funnels) Able to use a fork to feed self/ cups to drink Paint brushes/ chinks – large movements – circular, up and down :- large paintbrushes/ chinks smaller sheets of paper/ ground Use tweezers to pick up/ move smaller objects i.e. small pompoms/ objects Thread large beads onto lace Using a variety of tools to manipulate play dough Using glue spreaders</p> <p>Pencil control :- Using mark makers with developing tripod grip and dominant hand to follow large pattern outlines</p>	<p>Making snips with paper:- Promote activities to strengthen bilateral coordination i.e. lacing cards Digging, scooping, pouring:- Sand/ water (buckets, spades and jugs and funnels/ different sized scoops/ pipettes etc.) Able to use a fork to feed self/ cups to drink Paint brushes/ chinks – large movements – circular, up and down:- smaller paintbrushes/ smaller sheets of paper/ ground Use tweezers to pick up/ move smaller objects i.e. small pompoms/ objects Pegs onto paper plates/ material Thread large beads onto lace/ lacing cards</p> <p>Pencil control :- Using mark makers with developing tripod grip and dominant hand to form some letter shape</p>	<p>Cut a straight line with some accuracy Digging, scooping, pouring:- Sand/ water (buckets, spades and jugs and funnels/ different sized scoops/ pipettes etc.) Able to use a knife and fork to feed self/ cups to drink Paint brushes / chinks – large movements – circular, up and down:- smaller paintbrushes/ smaller sheets of paper/ ground Use tweezers to pick up/ move smaller objects i.e. small pompoms/ objects Pegs onto paper plates/ material Thread large beads onto lace/ lacing cards</p> <p>Pencil control :- Using mark makers with developing tripod grip and dominant hand to form some letters and the letters in their name</p>

Gross Motor	Use lower red crates and planks of wood to build obstacle courses Use of climbing frame Practise throwing and catching large ball back and forth with bounces between the catch Practise riding the bikes and scooters Running races	Use lower red crates and higher black crates and planks of wood to build obstacle courses Use of climbing frame Practise throwing and catching large ball with one bounce between the catch Practise riding the bikes and scooters Galloping races Balancing on one leg during Simon Says game	Use lower red crates and higher black crates and planks of wood to build obstacle courses - encourage children to climb and build independently Use of climbing frame Practise throwing and catching large ball Practise riding the bikes and scooters Galloping races Balancing on one leg during Simon Says game Pick up small buckets of water/ sand using 2 hands			
<p style="text-align: center;"> Movement (Gross Motor Skills) Use 2 hands to pick up heavy objects, and with support, seek assistance to move heavier objects Balance on one foot for a short time Be able to climb up/ walk across/ jump off climbing equipment with support Be able to throw and catch a large ball Run in a straight line Confidently ride the red and yellow bikes Sit on balance bikes and scoot self along Gallop (pre-skipping) Large up and down/ circular movements </p>						
Reception Themes	All About me!	Celebrations!	Amazing Animals!	Come Outside!	Terrific Tales!	Ticket to Ride!
Fine Motor	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show clear preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego
Gross Motor	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers,	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics / Balance	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics / Balance

, wheelbarrows,
prams and carts are all
good options

Gross Motor

From Development Matters 20:
Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace.
Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.
Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Literacy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	<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 Themes	Me, myself and I!	Happiness – celebrations from around the world!	Traditional Tales	The world around me!	Storytime!	Where in the world!
<p>Comprehension</p> <p>- Developing a passion for reading</p> <p>Children will have a library book from school on offer on a Friday to choose from.</p> <p>Word Reading Children will be taught whole class through Letters and sounds (Nursery) and Bug Club Phonics</p>	<p>Joins in with familiar rhymes and stories:- Singing Nursery Rhymes. Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books:- Story times/ topic learning</p>	<p>Joins in with familiar rhymes and stories :- Singing Nursery Rhymes Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books:- Story times/ topic learning Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories:- Traditional Tales topic/ Story times</p>	<p>Joins in with familiar rhymes and stories:- Singing Nursery Rhymes Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books:- Story times/ topic learning Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories:- Traditional Tales topic/ Story times Knows that print carries meaning and is read, in English, from left to right</p>	<p>Joins in with familiar rhymes and stories:- Singing Nursery Rhymes Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books:- Story times/ topic learning Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories:- Traditional Tales topic/ Story times Knows that print carries meaning and is read, in English, from left to right</p>	<p>Joins in with familiar rhymes and stories:- Singing Nursery Rhymes Begins to predict what might happen is stories:- Story times, topic learning Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books:- Story times/ topic learning Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories:- Traditional Tales topic/ Story times Knows that print carries meaning and is read, in English, from left to right</p>	<p>Joins in with familiar rhymes and stories:- Singing Nursery Rhymes Begins to predict what might happen is stories:- Story times, topic learning Hears and uses new vocabulary from stories, rhymes, poems and non-fiction book:- Story times/ topic learning Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories:- Traditional Tales topic/ Story times Knows that print carries meaning and is read, in English, from left to right</p>
Phonics	<p>Pre- Phonics Aspect 1: Environmental Sounds Aspect 2: Instrumental Sounds Aspect 3: Body Percussion Aspect 4: Rhythm and Rhyme Aspect 5: Alliteration</p>	<p>Pre- Phonics Aspect 6: Voice Sounds Aspect 7: Oral Blending and Segmenting</p>	<p>Aspect 4: Rhythm and Rhyme Aspect 5: Alliteration Aspect 7: Oral Blending and Segmenting</p> <p style="color: green;">Nursery cover one sound a week</p> <p style="color: green;">s, a, t, p, i, n</p>	<p>Aspect 4: Rhythm and Rhyme Aspect 5: Alliteration Aspect 7: Oral Blending and Segmenting</p> <p style="color: green;">Nursery cover one sound a week</p> <p style="color: green;">m, d, g, o, c. k/ck, e</p>	<p>Aspect 4: Rhythm and Rhyme Aspect 5: Alliteration Aspect 6: Voice Sounds Aspect 7: Oral Blending and Segmenting</p> <p style="color: green;">Nursery cover one sound a week</p> <p style="color: green;">u, r, h, b</p>	<p>Aspect 4: Rhythm and Rhyme Aspect 5: Alliteration Aspect 6: Voice Sounds Aspect 7: Oral Blending and Segmenting</p> <p style="color: green;">Nursery cover one sound a week</p> <p style="color: green;">f/ff, l/l/ss, j, v, w, x, y, z</p>

Word Reading	Has some favourite stories, rhymes, songs, poems or jingles. Enjoys listening to stories and repeats words and phrases from familiar stories.	Enjoys rhyming and rhythmic activities. Handling books carefully – turning pages.	Handling books carefully– interest in illustrations	Understands letters have meaning (sound). Turns the pages in books.	Shows interest in illustrations and print in books and print in the environment. Understands letters have meaning. Starting to understand that letters make words	Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom understand that letters make words
	Writing	Draw some marks on paper, not always distinguishable	Draw some marks on paper, not always distinguishable	Practice writing the grapheme of each taught sound Follows large pattern outlines such as wavy lines or straight lines / can give meaning	Writing graphemes Spot and suggest rhymes Recognise words with the same initial sound Hears initial sounds Identifies sounds in words Hears some initial sounds and begins to use letters to identify meaning i.e. 'd' is for daddy Follows large pattern outlines such as wavy lines or straight lines / can give meaning	Writing graphemes Hears initial sounds Identifies sounds in words Can orally blend/ segment simple CVC words Hears some initial sounds and begins to use letters to identify meaning i.e. 'd' is for daddy Can draw some recognisable pictures and give meaning to the marks they make
Reception Themes	All About me!	Celebrations!	Amazing Animals!	Come Outside!	Terrific Tales!	Ticket to Ride!

<p>Comprehension</p> <p>- Developing a passion for reading</p> <p>Children will have a library book from school on offer at the end of the day to choose from.</p> <p>Word Reading Children will be taught whole class through Bug Club Phonics</p>	<p>Joining in with rhymes and showing an interest in stories with repeated refrains.</p> <p>Environment print.</p> <p>Having a favourite story/rhyme.</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>Sequencing familiar stories through the use of pictures to tell the story.</p> <p>Recognising initial sounds. Name writing activities.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play.</p> <p>Christmas letters/lists. Retelling stories using images / apps.</p> <p>Story Maps. Retelling of stories.</p> <p>Editing of story maps and orally retelling new stories. Non-Fiction Focus - Retelling of 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>World Book Day</p> <p>Making up stories with themselves as the main character</p> <p>Encourage children to record stories through picture drawing/mark making and letters</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 Bug Club Phonics.</p> <p>Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read</p>	<p>Information leaflets about animals in the 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>Timeline of how plants grow. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events</p>	<p>Stories from other cultures and traditions</p> <p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.</p> <p>Parents reading stories</p> <p>Can 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>Role play area – book characters</p>	<p>Can draw pictures of characters/ event / setting in a story</p> <p>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story.</p> <p>Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>Sort books into categories.</p>
<p>Phonics</p>	<p>Phase 1 Phase 2: s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, Tricky Words: to, the, no, go</p>	<p>Phase 2: l, ll, f, ff, ss Tricky Words: l, into, the, her Recap any single sounds form previous half term that show gaps in learning Blending using single letter sounds</p>	<p>Phase 3: j, v, w, x, y, z Tricky Words: me, be zz, qu, ch sh, th, ng Tricky Words: he, my, by, she, they</p>	<p>Secure blending of words containing all taught sounds. Teach blending of words containing consonant blends Phase 3: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi Tricky Words: we, are, you</p>	<p>Teach reading of words containing these sounds. Build speed of reading containing all taught sounds Phase 3: ear, air, ure, er Tricky Words: all, was, give, live</p>	<p>Recap all taught sounds and tricky words. Introduce Phase 4 Tricky Words: said, have, like, so, do, some, come, were, there, little, one, when, out, what</p>
<p>Word Reading</p>	<p>Reading: Initial sounds, medial sounds, end sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall.</p>	<p>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words.</p>	<p>Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings.</p>	<p>Reading: Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.</p>	<p>Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower-case letters.</p>	<p>Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments</p>

Writing	<p>Help children to read the sounds speedily. This will make sound-blending easier. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p>Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p>Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p>	<p>Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. Children should not be required to use other strategies to work out words.</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>Transition work with Year 1 staff</p>
	<p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label images. Names Labels. Captions Lists Writing own name – signing in sheet – correct letter formation and positioning on lines.</p>	<p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, writing instructions. Help children identify the sound that is tricky to spell. Sequence the story Write CVC words more independently</p>	<p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, write labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board.</p>	<p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions – life cycles</p>	<p>Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Write 2 sentences</p>	<p>Writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts. Use familiar texts as a model for writing. Write two/three sentences – Beginning, Middle & End.</p>

Maths

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths Mastering Number	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.					
Nursery Themes	Me, myself and !!	Happiness – celebrations from around the world!	Traditional Tales	The world around me!	Storytime!	Where in the world!
Number	Recite number names in sequence to 5 through number songs and games. To practise applying the counting principles to 5. Use some language of quantities, such as 'more' and 'a lot'. Show an interest in numbers in the environment Use numbers spontaneously in play	Recite number names in sequence to 10. Apply the counting principles to 10. Begin to make comparisons between quantities.	Recite number names in sequence to 10. Apply the counting principles to 10, articulating some of the principles, e.g. "Don't miss any out." Begin to represent numbers in a variety of ways, such as on fingers and using Numicon. Begin to separate a group of 3 or 4 objects in different ways recognising that the number is still the same.	Confidently recite number names in sequence to 10 and beyond. Consistently apply the counting principles to 10. Represent numbers in a variety of ways, including choosing corresponding numerals.	Use knowledge of numbers to solve simple problems, including comparing groups of objects. Represent numbers in a variety of ways, including choosing corresponding numerals.	In practical activities, learn to arrange concrete objects in different ways, exploring splitting quantities and sharing objects. Practise solving simple problems in a variety of contexts
Numerical Pattern	Show an interest in shapes in the environment and use these during play Sorting colours and objects	Children to use the language of every day shapes- big/small/tall Children to begin to learn names of 2d shapes during focussed activities Children to look at and create simple patterns	Children to construct using a variety of different shapes, investigating which shapes work and which did not work	Children to begin to notice similarities and differences in shapes. Children can compare items that are heavy and light	Recognise a circle, square, triangle, rectangle, star, heart, diamond confidently Children can compare capacity and use the language full and Empty	Children to create a piece of artwork using a variety of different shapes for a purpose Beginning to represent number/ amounts through fingers, marks or objects
Reception Themes	All About me!	Celebrations!	Amazing Animals!	Come Outside!	Terrific Tales!	Ticket to Ride!

<p>Number</p> <p>Numerical Pattern</p>	<p>Matching, Sorting & Comparing Numbers 1, 2, 3, 4, 5, 0 Link the number symbol (numeral) with its cardinal number value. Subitising Understand the 'one more than/one less than' relationship between consecutive numbers to number 3. Explore the composition of numbers to 3 Number bonds to 3</p>	<p>Numbers 6, 7, 8, 9, 10 Money Time Shape Early doubling Number bonds to 5 Subitising Understand the 'one more than/one less than' relationship between consecutive numbers to number 5. Explore the composition of numbers to 5 Number bonds to 5</p>	<p>Numbers 0, 1, 2, 3, 4, 5 Money Time Shape Early doubling Number bonds Subitising Understand the 'one more than/one less than' relationship between consecutive numbers to number 7. Explore the composition of numbers to 7 Number bonds to 7</p>	<p>Numbers 6, 7, 8, 9, 10 Automatically recall number bonds for numbers 0–10. Halving Doubling Sharing Subitising Understand the 'one more than/one less than' relationship between consecutive numbers to number 10. Explore the composition of numbers to 10 Number bonds to 10</p>	<p>Numbers 10, 11, 12, 13, 14, 15 Count beyond ten. Money, time, shape Halving, doubling, sharing Subitising Understand the 'one more than/one less than' relationship between consecutive numbers to number 15. Explore the composition of numbers to 15 Number bonds to 10</p>	<p>Numbers 16, 17, 18, 19, 20 Money, time, shape Halving, doubling, sharing Subitising Understand the 'one more than/one less than' relationship between consecutive numbers to number 20. Explore the composition of numbers to 20 Number bonds to 10</p>
	<p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Count objects, actions and sounds. Shape – knowing the 4 main shapes circle, triangle, square and rectangle.</p>	<p>Continue, copy and create repeating patterns. Compare length, weight and capacity.</p>	<p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p>	<p>Continue, copy and create repeating patterns. Compare length, weight and capacity.</p>	<p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p>	<p>Continue, copy and create repeating patterns. Compare length, weight and capacity. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p>

Understanding the World

	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.					
Vocabulary History	now, then, yesterday, today, tomorrow, day, week, date, month, year, long time ago, past, present, future					
Geography	world country difference, home, school, house, away, country, year, place, travel, near, far, hot, cold, Kidsgrove, Stoke-on-Trent, building, road, city, beach, forest, farm					
Science	<p>Animals including Humans: hear, see, smell, touch, taste, senses, tree, plant, animal, alive, dead, hot, cold, sun, rain, snow, weather, life-cycle, tree, flower, leaf, roots, grow names of common animals/offspring and key features e.g. wings, beak and feathers baby, child and adult</p> <p>Living Things and their Habitats: tree, farm, pond, hot, cold, woodland, forest, cave, jungle, desert, sea, arctic, Names of key body parts, healthy, unhealthy</p> <p>Materials: soft, hard, prickly, rough, smooth, shiny, float, sink, melt, freeze heat and cool</p> <p>Working Scientifically: Question, change, observe, explore, experiment, explain, fair, reason, sort</p>					
Nursery Themes	Me, myself and I!	Happiness – celebrations from around the world!	Traditional Tales	The world around me!	Storytime!	Where in the world!
Past and Present (History)	Able to say who they are and who they live with. (PSHE/ All About Me) Can talk about any pets they may have. (All About Me) Can talk about some members of their family. (All About Me)	Comments on experiences in their own life (Christmas, Diwali etc.) Shares similarities between characters, figures or objects (Traditional Tales/ Christmas)	Comments on fictional characters in stories (Traditional Tales) Shares similarities between characters, figures or objects (Traditional Tales)	Comments on experiences in their own life (Easter)	Able to say who they are and who they live with (PSHE) Can talk about any pets they may have (PSHE) Can talk about some members of their family (PSHE) Comments on experiences in their own life (PSHE)	Can talk about some members of their family (PSHE) Sequence family members by size and name (baby, child, adult) (PSHE) Comments on experiences in their own life (Seaside/ Summer/ Travel)
People, Culture and Communities (Geography/RE)	Comments on celebrations in their own life. (All About Me)	Comments on celebrations in their own life (Christmas/ PSHE) Knows there are special places of worship (PSHE) Knows there are differences in what we believe (PSHE) Develop positive attitudes about differences between people (PSHE)	Shows an interest in different occupations (Animals – vets) Develop positive attitudes about differences between people (PSHE)	Knows there are special places of worship (Easter) Knows there are differences between what we believe (PSHE) Develop positive attitudes about differences between people (PSHE)	Shows an interest in different occupations (People who Help us)	Know there are some other countries/ cities (Venice)

<p>The Natural World (Science and Geography)</p>	<p>Respect and care for the environment. (PSHE) Talk about what they see in their own environment (school/ home). (PSHE) Start to recognise and talk about some seasonal changes (Autumn) Talk about and describe different types of houses, including where they live. (All About Me) Hands on exploration using senses.</p>	<p>Changing seasons (Christmas/ Winter) Identify suitable clothing for different weather (Christmas/ Winter) Hands on exploration using senses.</p>	<p>Respect and care for the environment (Animals – habitats) Explore the world around them and how things work (Animals – habitats) Understand the difference between plants and animals (Animals) • Know the life cycle of a butterfly (The Very Hungry Caterpillar)</p>	<p>Hands on exploration using senses Changing seasons (Spring) Identify suitable clothing for different weather (Spring) Understand the difference between plants and animals (Spring) Plant seeds and care for growing plants with support (Spring)</p>	<p>Respect and care for the environment (Recycling) Talk about what they can see in their own environment (Recycling) Talk about and describe different types of houses, including where they live (PSHE) Hands on exploration using senses Explore collections of materials and identify similar and different properties (stories) Explore the world around them and explore how things work (Stories/ Materials) Explores and talks about forces (push and pull) (Vehicles)</p>	<p>Talk about what they see in their own environment (Kidsgrove) Talk about and describe different types of houses, including where they live (Kidsgrove) Changing seasons (Summer) Identify suitable clothing for different</p>
<p>Reception Themes</p>	<p>All About me!</p>	<p>Celebrations!</p>	<p>Amazing Animals!</p>	<p>Come Outside!</p>	<p>Terrific Tales!</p>	<p>Ticket to Ride!</p>
<p>Past and Present People, Culture and Communities</p>	<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the differences between real and fiction. Talk about members of their immediate family and community. Navigating around our classroom and outdoor areas. Create treasure hunts</p>	<p>Can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen. Share different cultures of Christmas. To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these</p>	<p>Listening to stories and placing events in chronological order. What can we do here to take care of animals in the jungle? Compare animals from a jungle to those on a farm. Explore a range of jungle animals. Learn their names and label their body parts. Nocturnal Animals Making sense of different environments and habitats Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what</p>	<p>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. (Revisit this in Summer 2) Can children make comments on the weather, culture, clothing, housing Change in living things – Changes in the leaves, weather, and seasons, Explore the world around us and see how it changes as we enter summer.</p>	<p>Look out for children drawing/painting or constructing their homes and fairy tale homes. Talk about the differences in the traditional tales and the twisted fairy tales – can the compare and contrast the characters Talk about the differences in characters – what happened and why? Share non-fiction texts that offer an insight into contrasting environments. looking at setting Recapping and reflecting back on autumn term one – keeping fit and healthy/ oral hygiene, body hygiene</p>	<p>Use Handa's Night to explore a different country. Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. Use bee-bots on simple maps. Encourage the children to use navigational language.</p>

The Natural World	to find places/ objects within our learning environment.	characters from real people in their lives. Stranger danger.	children say about what they see		Reflecting back on Spring Term one – stranger danger making links back to the text.	Materials: Floating / Sinking – boat building Metallic / non-metallic objects Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil.
	Listen out for and make note of children’s discussion between themselves regarding their experience of past birthday celebrations. Long ago – How time has changed. Using cameras.	Introduce children to different occupations and jobs. Learn how to identify strangers that can help them when they are in need.	Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. After close observation, draw pictures of the natural world, including animals and plants	Provide opportunities for children to note and record the weather. Building a ‘Bug Hotel’ Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Look for children incorporating their understanding of the seasons and weather in their play.	Take children to places of worship and places of local importance to the community. Use the BeeBots	Encourage them to comment on what their home is like. Show photos of the children’s homes and encourage them to draw comparisons. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? Introduce the children to NASA and America. Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. Can children differentiate between land and water?

Expressive Arts and Design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design	<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>					
Artist Focus	Nursery - Artist Focus: God is the Creator printing Reception – Axel Scheffler - Illustrator - drawing		Nursery - Vincent Van Gough – Sunflowers – painting Reception - Guiseppe Arcimboldo – Fruit man – collage		Lydia Monks – works of an illustrator / Picasso – drawing Henri Matisse – The Snail / Sue Dickinson African wildlife – water colour	
Vocabulary Art	draw, shape, line, straight, curved, thick, thin, colour, bright, dull paint, collage, sketch, copy, observe, water colour, brush, stroke, feature, detail					
D.T	build, construct, join, assemble, create, design, shape, plan, tool longer, shorter, heavier, develop, select purpose, dismantle, adapt					
Nursery Themes	Me, myself and !!	Happiness – celebrations from around the world!	Traditional Tales	The world around me!	Storytime!	Where in the world!
Creating with Materials	Explore:- Colour – recognise colours / choose colours for a purpose Can use thick paint brushes Use Glue sticks independently and glue spatulas with support Manipulates playdough in different ways (rolls, cuts, squashes, pinches, twists) (Creative table/ painting/ play dough)	Explore:- Colour – recognise colours / choose colours for a purpose Can use thick paint brushes Use Glue sticks independently and glue spatulas with support Manipulates playdough in different ways (rolls, cuts, squashes, pinches, twists) (Creative table/ painting/ play dough/ Christmas cards and decorations)	Explore:- Draws potato people (no neck or body) Draw simple things from memory i.e. cat Adds other materials to develop models Beginning to weave using large outdoor shapes and large ribbons Adds additional textures (Creative table/ painting/ play dough)	Explore:- Draws potato people (no neck or body) Draw simple things from memory i.e. cat Adds other materials to develop models Beginning to weave using large outdoor shapes and large ribbons Adds additional textures (Creative table/ painting/ play dough)	Explore:- Print with blocks, sponges and fruit Draw things that they observe Works independently to develop basic skills Begin experiment with mixing colours Builds walls to create enclosed spaces, beginning to add towers etc. (Creative table/ writing area/ painting area)	Explore:- Print with blocks, sponges and fruit Draw things that they observe Works independently to develop basic skills Begin experiment with mixing colours Builds walls to create enclosed spaces, beginning to add towers etc. (creative table/ writing area/ painting area)
Being Imaginative and Expressive	Imaginative Play:- Develop storylines Plays with familiar resources Participates in small world play related to rhymes and stories (Small world/ sand pit/ toys / resources)	Imaginative Play:- Develop storylines Plays with familiar resources Participates in small world play related to rhymes and stories	Imaginative Play:- Uses own experiences to develop storylines Create and use small world set ups (small world/ sand pit/ toys/ resources)	Imaginative Play:- Uses own experiences to develop storylines Create and use small world set ups (small world/ sand pit/ toys/ resources)	Imaginative Play:- Creates their own piece of art and gives meaning Begins to work with a friend, copying ideas and developing skills together (small world/ sand pit/ toys/ resources)	Imaginative Play:- Creates their own piece of art and gives meaning Begins to work with a friend, copying ideas and developing skills together (small world/ sand pit/ toys/ resources)

	<p>Music :- Responds to music – verbally and using movement Sings in a group and tries to keep in time (Carpet time/ routine songs)</p>	<p>(Small world/ sand pit/ toys / resources) Music :- Responds to music – verbally and using movement Sings in a group and tries to keep in time (Carpet time/ routine songs/ Christmas songs/ Nativity)</p>	<p>Music :- Talks about how music makes them feel Sings a selection of nursery rhymes/ songs from memory (carpet time/ routine songs)</p>	<p>Music :- Talks about how music makes them feel • sings a selection of nursery rhymes/ songs from memory (carpet time/ routine songs)</p>	<p>Music :- Copies basic actions and begins to learn short dance routines Watches dances and performances Able to name a wide variety of instruments (drums, tambourine, maraca, triangle) Plays a given instrument to a simple beat (carpet time/ routine songs)</p>	<p>Music :- Copies basic actions and begins to learn short dance routines Watches dances and performances Able to name a wide variety of instruments (drums, tambourine, maraca, triangle) Plays a given instrument to a simple beat</p>
<p>Reception Themes</p>	<p>All About me!</p>	<p>Celebrations!</p>	<p>Amazing Animals!</p>	<p>Come Outside!</p>	<p>Terrific Tales!</p>	<p>Ticket to Ride!</p>
<p>Creating with Materials</p>	<p>Self-portraits, junk modelling, take picture of children’s creations and record them explaining what they did. Provide opportunities to work together to develop and realise creative ideas.</p>	<p>Diwali and diva lamps models Firework pictures, Christmas decorations, Christmas cards, Christmas songs/poems Artist – illustrator focus – Axel Scheffler inspired drawings – Stickman – look at his other work.</p>	<p>Animal prints / Designing homes for hibernating animals. Collage owls / symmetrical butterflies Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g. creating animal masks. Making lanterns, Chinese writing, puppet making, Chinese music and composition Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>Artist focus Make different textures; make patterns using different colours Children will explore ways to protect the growing of plants by designing scarecrows. Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers Mother’s Day crafts Easter crafts Home-Corner role play Artwork themed around Tree, Seasons come and seasons go / The Seasons – Art</p>	<p>Use different textures and materials to make houses for The Three Little Pigs and bridges for The Three Billy Goats Provide children with a range of materials for children to construct with.</p>	<p>Sand pictures / Rainbow fish collages Lighthouse designs Transport pictures Design and make rockets. Design and make objects they may need in space, thinking about form and function. Salt dough fossils Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. Colour mixing – underwater pictures. Junk modelling, houses, bridges boats and transport Father’s Day Crafts</p>
<p>Being Imaginative and Expressive</p>	<p>Join in with songs; beginning to mix primary colours to make secondary colour, Join in with role play games and use resources available for props; build models using construction equipment.</p>	<p>Listen to music and make their own dances in response. The use of story maps, props, puppets & story bags will encourage</p>	<p>Recreating roles from stories Shadow puppets</p>	<p>Provide a wide range of props for play which encourage imagination.</p>	<p>Learn a traditional African song and dance and perform it / Encourage children to create their own music.</p>	<p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p>

	<p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p>	<p>children to retell, invent and adapt stories. Role Play Party's and Celebrations</p> <p>Role Play of The Nativity</p>			<p>Exploration of other countries – dressing up in different costumes.</p> <p>Retelling familiar stories</p>	
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St John the Evangelist Catholic Academy



Nursery End of Year Expectations - Best Fit Judgement

Communication and Language	Personal, Social and Emotional	Physical Development	Literacy	Maths	Understanding the World	Expressive Art and Design
<p>Listening Skills Respond to questions and instructions directed to them. Follow 2 part instructions Take part in short exchanges with others – listening and responding to adults and peers Take turns in conversation Join in with repeated refrains in rhymes and stories/ re-tell recite some familiar songs/ rhymes/ stories</p> <p>Speaking Skills Articulate and speak clearly Speak in 4-6 word sentences Explain feelings in simple terms i.e. I am sad because.... Express wants and needs, such as asking for particular resources Use simple conjunctions to connect ideas such as ‘and’ and ‘because’ Use some positional language Retell a story/ event (not always in correct order) Join in with repeated refrains in stories/ rhymes Describe, recount and retell</p>	<p>Developing sense of self Name and talk about own feelings, sometimes using props as a support Manage own basic hygiene (toileting, washing hand, feeding self, drinking) Talk about likes and dislikes</p> <p>Building relationships Work and play co-operatively with others i.e. building simple role play in the home corner Show empathy to the feelings of others Know they belong to the class community Form good bonds with adults and peers Take turns with others, sometimes with support</p> <p>Follow Rules Beginning to understand right and wrong and follow classroom rules Follow simple 2 part instruction</p>	<p>Movement / Gross motor skills Use 2 hands to pick up heavy objects, and with support seek assistance to move heavier objects Balance on one foot for a short time Be able to climb up/ walk across/ jump off climbing equipment with support Be able to throw and catch a large ball Run in a straight line Confidently ride the red and yellow bikes Sit on the balance bikes and scoot self along Gallop (pre-skipping) Large up and down/ circular movements</p> <p>Fine motor skills Making snips in paper with scissors Digging, scooping, pouring Able to use a spoon to feed self/ cups to drink Paint brushes – large movements - circular, up and down Use tweezers to pick up/ move large objects i.e. pasta, pom poms Thread beads/ large objects onto string/ pipe cleaners</p> <p>Pencil control use mark making equipment with increasing accuracy i.e. drawing shapes/ simple pictures Basis of pencil grip Dominant hand</p>	<p>Retelling and recalling Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories Knows that print carries meaning ad is read, in English from left to right</p> <p>Fine motor skills Handles tools with increasing control i.e. paint brushes, glue spreaders, play dough tools etc. Shows a dominant hand Uses the basis of a 3 finger pencil grip</p> <p>Vocabulary Acquisition Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books) Sound Discrimination :- Hears initial sounds Can orally blend/ segment simple CVC words Identifies sounds in words</p> <p>Letter Knowledge Can copy/ wrote own name Hears initial sounds and begins to use letters to identify meaning i.e. ‘d’ is for daddy Writes for a range of purposes i.e. shopping list, a letter, a picture (not always using correct letters)</p> <p>Prediction Joins in with familiar rhymes and stories Begins to predict what might happen in stories</p>	<p>Shape and Space Talk about and explore 2D and 3D shapes, using informal language and mathematical language (sides, corners, straight, flat, round) Select shapes appropriately i.e. triangular prism for a roof Understand and use positional language Make comparisons between objects relating to size, length, weight and capacity</p> <p>Number Patterns Extend and create simple AB patterns Talks about and identifies patterns around them i.e. stripes on clothes, designs on rugs Spotting and exploring errors in repeating patterns Begin to describe a sequence of events (real or fictional), using words such as first, then etc.</p> <p>Number Rhymes Explores simple composition of number through rhymes i.e. 5 little frogs, 3 in the pool Knows and signs a selection of number rhymes</p> <p>Numbers to 5 Subitise small amounts of up to 3 objects Link numeral and quantity up to 3 Count reliably to 5, and beginning to count beyond 5 Say one number name for each item in order 1, 2, 3, 4, 5</p>	<p>Past and Present Able to say who they are and who they live with Can talk about any pets they may have Can talk about some members of their family Sequence family members by size and name (baby, child, adult) Comments on fictional characters in stories Shares similarities between characters, figures or objects Comments on pictures of experiences in their own life “this was me at the farm....”</p> <p>Culture and Community Shows an interest in different occupations Comments on recent pictures of celebrations in their own life “This is me celebrating Diwali....” Knows there are special places of worship Knows that there a differences between what we believe Develop positive attitudes about differences between people Know there are some other countries/ cities</p> <p>The Natural World Respect and care for the environment –classroom/ outdoors Talk about what they see in their</p>	<p>Explore Colour - Recognise colours/ choose colours for a purpose Begin to use primary colours to mix secondary colours Can use thick paint brushes Print with blocks, sponges and fruit Draws potato people (no neck or body) Draw things that they observe Draw simple things from memory i.e. cat Use glue sticks independently and use glue spatulas with support Adds other materials to develop models (tissue paper, glitter etc.) Adds additional textures i.e. describes as bumpy or smooth Beginning to weave Builds walls to create enclosed spaces, beginning to add towers, roofs etc. Manipulates play dough in different ways i.e. rolls, cuts, squashes, pinches, twists etc.</p> <p>Imaginative Play Develop storylines Plays with familiar resources Uses own experiences to develop storylines i.e. going on a bus/ car ride Participates in small world play related to rhymes and stories Create and use small world set ups Creates their own piece of art and gives meaning Works independently to develop basic skills</p>

				<p>Know the last number reached when counting a set of objects tells you how many there are (cardinal principle) Show 'finger numbers' up to 3 Solve real word mathematical problems up to 3 Experiments with own symbols and marks as well as numerals</p> <p>Compare Quantities Sorts by a variety of criteria Describes similarities and differences Compares quantities by more than, less than and the same Verbally rote count to 10</p>	<p>own environment (school/home) Talk about and describe different types of houses, including where they live Hands on exploration using senses Explore collections of materials and identify similar and different properties Explore the world around them and explore how things work Explores and talks about forces (push and pull) Changing seasons – understand that the weather changes, and in different places you find different weather Understand the difference between plants and animals Plant seeds and care for growing plants with support Know the life cycle of a butterfly</p>	<p>Begins to work with a friend, copying</p> <p>Music Responds to music –verbally and using movement Talks about how music makes them feel Copies basic actions and begins to learn short dance routines Watches dances and performances Sing a selection of rhymes/songs from memory Sings in a group and tries to keep in time Able to name a wide variety of instruments (drum, tambourine, maraca, triangle) Plays to a given instrument to a simple beat.</p>
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St John the Evangelist Catholic Academy



Reception End of Year Expectations - Early Learning Goals - Best Fit Judgement

Communication and Language	Personal, Social and Emotional	Physical Development	Literacy	Maths	Understanding the World	Expressive Art and Design
<p>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</p> <p>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</p>	<p>ELG: Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p> <p>ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly. 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 Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others' needs</p>	<p>ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p> <p>ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing</p>	<p>ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate – where appropriate – key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p> <p>ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p> <p>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>	<p>ELG: Number Have a deep understanding of number to 10, including the composition of each number 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 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>	<p>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</p> <p>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</p> <p>ELG: The Natural World Explore the natural world</p>	<p>ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function 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 Invent, adapt and recount narratives and stories with peers and their teacher Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p>

					<p>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 season</p>	
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