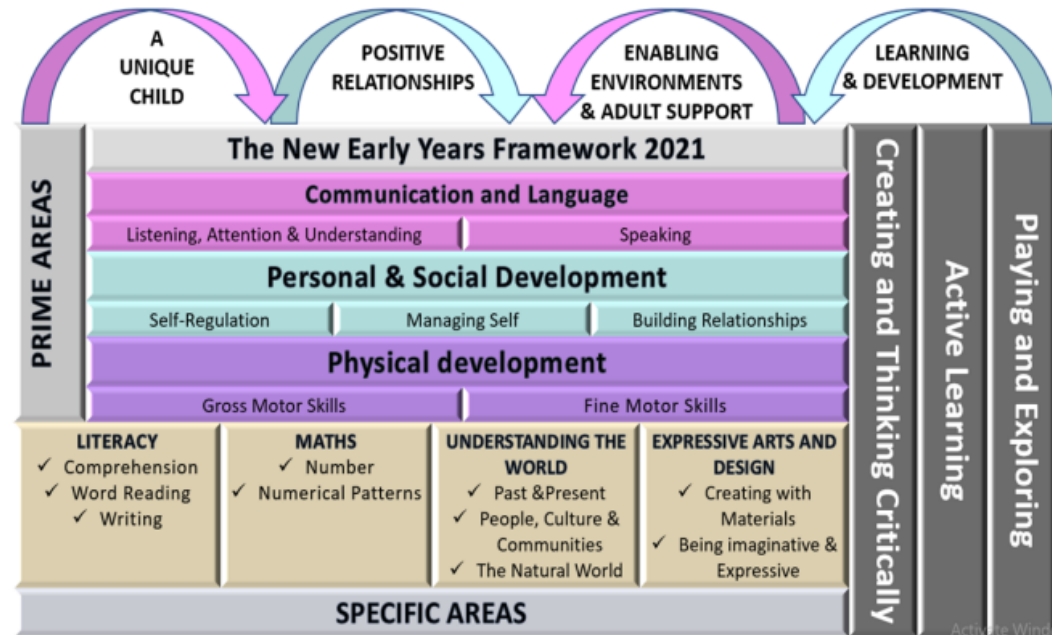




Reception Long Term Plan Northowram Primary School

2021-2022



The Foundation Stage at Northowram Primary School is a family working together to develop confident, happy, independent, respectful and resilient learners.

We value the uniqueness of each child and we strive to ensure high levels of engagement and wellbeing are achieved as they learn through play.


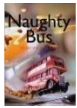
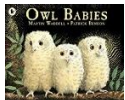




















We believe that play is the key tool for learning as it is essential for children's development and confidence building, as they learn to explore, problem solve and relate to others. Children learn by leading their own play, and by taking part in activities which are guided by adults.

We recognise that active and creative play supports physical, emotional and social development, strengthens concentration and enables self-regulation. It encourages children to become inventive, curious and adaptive learners.

The environment allows children to build meaningful and successful relationships with peers and adults through social interaction. Children are fully immersed in all of the opportunities to explore, think creatively and play imaginatively.

We encourage our children to become robust and respectful learners who can thrive and flourish in different environments. The experiences they have in our Foundation Stage will be a pocket of learning to dip into for the rest of their lives.

In our school, we live positively and work happily together to make children 'learning ready' and life-ready'.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | Year 1 National Curriculum Objective (how the early learning goals feed into objectives from the Year 1 National Curriculum) | |
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| Text/Theme |    |     |     |     |     |     | <p>Transition to Year 1</p> | |
| PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT MANAGING SELF | <p>All aspects of Personal, Social and Emotional development underpin our EYFS curriculum. Learning outcomes are ongoing across the year. Children are continuously monitored and any concerns are addressed.</p> | | | | | | | |
| | <p>Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.</p> <ul style="list-style-type: none"> •Manage their own needs. <ul style="list-style-type: none"> - Personal hygiene •Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian | <p>Build on previous half term's and; See themselves as a valuable individual Show resilience and perseverance in the face of challenge.</p> | <ul style="list-style-type: none"> •See themselves as a valuable individual. •Build constructive and respectful relationships. •Express their feelings and consider the feelings of others. •Show resilience and perseverance in the face of challenge. •Identify and moderate their own feelings socially and emotionally. •Think about the perspectives of others. •Manage their own needs. <ul style="list-style-type: none"> - Personal hygiene •Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine | <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</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>Family and Relationships Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, that people show feelings differently and that stereotyping is unfair.</p> <p>Health and Wellbeing Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, dealing with allergic reactions and people in the community who keep us healthy.</p> <p>Safety and the changing body Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying hazards in the home and people in the community who keep us safe</p> | | | |

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| | | | - being a safe pedestrian | | | | |
| Specific Learning Opportunities in Continuous Provision/Teaching Sessions. | <p>Role-play bus and vehicle play, taking turns and negotiating with peers.</p> <p>Discussion about 'Naughty' and our school rules. What is special about me?</p> <p>How do the owls (babies and mum) feel at different points in the story? Have you ever felt this way?</p> <p>Establishing daily routines; toileting/handwashing/snack</p> <p>Teach school rules and focus on 'Ready to learn'. Teach strategies to join or initiate play.</p> | <p>Discussion about helping people; why is it important to help people? Which people have helped you? Making a 'happy spell'. Who would you want to help and why? Do you think the witch is always happy to help? Do people always behave the same way? Being helpful, making a 'helpful spell' who would you help and why? Being helpful and kind (kind hands, feet and words, being ready to learn)</p> <p>Woodland animal play, listening to others, negotiating, taking turns, building on the ideas of others.</p> <p>Discussion about 'Being brave' and 'Trying new things'</p> | <p>Discussion about peace and peaceful places. Mindfulness, reflecting on own feelings and emotions. Why is it important to look ourselves in this way? How else can we look after ourselves?</p> <p>- Discussion about honesty, related to Pirates. Pirate role-play. What does it mean to be truthful? What happens if you are not honest? (The boy who cried wolf) How does it feel if something you care about is taken or broken? What does being respectful mean? (manners, taking turns, being kind)</p> <p>Read 'The Ugly Duckling'. Why were the ducklings mean to him? Is it ok to be different? Read 'Little Red Hen'. Why didn't the other animals help the hen? Why is it good to help people?</p> | <p>·Using a toy bear, discuss how the bear might be feeling throughout the story. Children can take turns to give the bear a voice to say how they thought he was feeling and discuss.</p> <p>·Use the bear from the story as a springboard for talking about being a friend. If the bear wanted to make friends with the family, what could he do? Children to talk about being a good friend and share ideas.. How do you think Old Bear felt about being put in the attic? How do you think he felt when his friends rescued him? Should we throw old things away? What does old mean? Encourage resilience in activities. Solve problems in play. What is bullying?</p> <p>·Discuss how kind the third little pig was, letting his brothers share his house. Can the children think of ways that they can be kind to each other and think about each other's feelings?</p> <p>·Provide the children with a range of materials to make houses in groups. Test the houses out by blowing them with a hairdryer or fan. If the houses blow down, discuss the problems</p> | <p>- Stranger discussion linked to story. Discuss how Jack felt at different points of the story. Was it ok for Jack to steal? What happens if you steal from people? 'Is it ok if you really want something?'</p> <p>Why do we need to care for living things? What happens if we don't? How does it feel when people care for us?</p> | <p>Why do we need to eat healthy foods? Sorting and discussion around healthy lifestyles. What else can we do to keep ourselves healthy?</p> <p>Review how we need to look after mental health- some people go to special places; Discussion about holy and safe spaces. Look at photos of different places of worship and discuss.</p> <p>Road safety. School rule 'Be safe'.</p> <p>How do you think the vegetables feeling in the story? Why? Do you think the Evil Pea is a bully? Why? What is bullying? Do you think the vegetables should be kind to the Evil Pea</p> | |

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| | | | | <p>faced and how they can be solved.</p> <p>•Ask the children to think of rules for the wolf to follow. Discuss why it is important to have rules and what might happen to the wolf if he breaks the rules.</p> | | <p>even though he wasn't kind to them? How do we feel about change and moving to Year 1? Reflecting on our year in Reception.</p> | |
| PHYSICAL DEVELOPMENT | <p>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.</p> | | | | | | |
| <p>FINE MOTOR Daily opportunities for Fine Motor Activities Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> | <p>Fine Show a preference for a dominant hand. Use one-handed tools and equipment, ie, making snips in paper with scissors.</p> | <p>Fine 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</p> | <p>Fine Use a comfortable grip with good control when holding pens and pencils.</p> | <p>Fine Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> | <p>ELG Fine 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>Handwriting</p> <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly. • Begin to form lower case letters in the correct direction, starting and finishing in the right place. • Form capital letters. • Form digits 0-9. • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. | |
| <p>Specific Learning Opportunities in Continuous Provision/Teaching Sessions.</p> | <p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements; Hand-eye co-ordination and cross lateral songs and games. Hold pencil/paint brush</p> | <p>Threading, cutting, weaving, playdough, Fine Motor activities e.g using syringes and pipet to mix potions and spells. Broomstick painting. Pincer activities with small objects in a cauldron</p> | <p>Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing</p> | <p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most</p> | <p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for</p> | <p>Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines,</p> | |

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| | beyond whole hand grasp Pencil Grip *Introduction of PenPals scheme. | Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. *Teaching of PenPals scheme. | control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors *Teaching of PenPals scheme. | correctly formed. *Teaching of PenPals scheme. | fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross *Teaching of PenPals scheme. | 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 *Teaching of PenPals scheme. | |
| GROSS MOTOR Daily opportunities for Gross Motor Development | Gross Start to eat independently and learning how to use a knife and fork. Develop skills they need to manage school day successfully: lining up and queuing; mealtimes; personal hygiene | Gross Revise and refine fundamental movement skills they have already acquired: rolling; crawling; walking; jumping; running; hopping; skipping and climbing | Gross Know and talk about different factors that support their overall health and wellbeing; regular physical activity; healthy eating; toothbrushing; sensible amounts of screen time; good sleep routine; being safe pedestrian. | Gross Develop overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming | ELG Gross 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. | | PE Pupils should develop fundamental movement skills, becoming increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations. • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • Participate in team games, developing simple tactics for attacking and defending. |
| Specific Learning Opportunities in Continuous Provision/Teaching Sessions. | Cooperation games including parachute games. Climbing using the outdoor equipment Different ways of moving to be explored with children Help individual children to develop good personal hygiene and eating using cutlery at lunch times. Acknowledge and | Ball skills- throwing and catching. Crates play- balancing and climbing. Hula hoops for skipping in outside area Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. | 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 | Balance- children moving with confidence Dance related activities in the stage area. Provide opportunities for children to, spin, rock, tilt, fall, slide and | 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, | Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without | |

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| | <p>praise their efforts. Provide regular reminders about thorough hand washing. Making vehicle tracks. Using the bikes safely. Riding a bike and negotiating obstacles. Gross motor songs and activities. Doing up coats independently</p> | <p>Moving like different animals in PE lessons. Drawing/painting animal footprints in chalk outside.</p> | <p>activities to support a broad range of abilities. Road safety. Playing with, and collecting, sticks safely. Pirate role-play outside, make pirate ships and 'walk the plank'. Balancing games outside and in the hall. Running and chasing games (following rules, using space, avoiding obstacles) Make pancakes; Explore how to cook safely and hygienically. How do we care for living things? How do we take care of our bodies? How do we stay safe and healthy?</p> | <p>bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. Build a house with large equipment outside for the Three Little Pigs. Set up we're going on a bear hunt story; can the children move around the obstacles safely and with agility and speed?</p> | <p>rock, tilt, fall, slide and bounce. Dance / moving to music Focus on climbing (climbing wall, large equipment in the hall). Discussion about fruit and vegetables and why they are good for us. Moving like caterpillars and butterflies (on the floor and on two feet, respond to the beat, tempo and mood of the music.</p> | <p>feeling pressured to join in. Gymnastics ./ Balance Make a healthy sandwich. What does healthy mean? Safe use of knives. Make spider webs from string. Planning and completing an obstacle course to show 'Super strength'. Balancing and jumping skills. Ball skills (catching the 'evil pea'-kicking, patting, rolling, throwing, catching. Staying safe on the beach and in the sun.</p> | <p>• Perform dances using simple movement patterns.</p> |
| 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> | | | | | | |
| COMPREHENSION Developing a passion for reading Children will visit the library weekly/have 3 opportunities to change their reading books per week and read to their reading buddies once a week. | <p>Comprehension Ask questions about the book. Make comments and share their own ideas. Develop play around favourite stories using props.</p> | <p>Comprehension Engage in extended conversations about stories, learning new vocabulary</p> | <p>Comprehension Use vocabulary and forms of speech that are increasingly influenced by their range of books.</p> | <p>Comprehension Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</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>Comprehension Children should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by: • listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently; • being encouraged to link what they read or hear to their own experiences; • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular</p> | |
| Specific Learning Opportunities in Continuous | <p>Joining in with rhymes and showing an interest in stories with repeated refrains.</p> | <p>Retell stories related to events through acting/role play.</p> | <p>Making up stories with themselves as the main character (area set up</p> | <p>Re-read books (this included story time in the classroom</p> | <p>Retell a story with actions and / or picture prompts as</p> | <p>Can draw pictures of characters/</p> | |

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| <p>Provision/Teaching Sessions.</p> | <p>Environment print. Having a favourite story/rhyme. 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 Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Engage in extended conversations about stories, learning new vocabulary. Especially around woodlands. Chronology of time first, then, next to retell the story. Retelling stories using images and Pie Corbett Actions to retell the story - Story Maps. Role play; home corner and small world areas with characters from each book we have read. Rhyming words and reading a poem about an owl. Reading book in book corner reflective of the children's current reading levels/phonics ability.</p> | <p>Joining in with rhymes and showing an interest in stories with repeated refrains. Christmas letters/lists/cards. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus on features of the text; especially Diwali. Retelling of stories. Rhyming words and reading a rhyming book-Room on the broom. Sequence story - use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words or short phrases made up of known letter-sound correspondences. Enjoys an increasing range of book- look at books from the same author- Julia Donalson. Role play; potions den, home corner enhanced with costumes to reflect the witch, Gruffalo Café and small world areas with characters from each book we have read. Reading book in book corner reflective of the children's current reading levels/phonics ability.</p> | <p>in the classroom with blank character figures to represent themselves). Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Reading book in book corner reflective of the children's current reading levels/phonics ability.</p> | <p>and 1:1 reading sessions) to build up their confidence in word reading, their fluency and their understanding and enjoyment. Discussions around books; they develop their own narratives and explanations by connecting ideas or events. Reading book in book corner reflective of the children's current reading levels/phonics ability.</p> | <p>part of a group - Use story language when acting out a narrative. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Reading book in book corner reflective of the children's current reading levels/phonics ability.</p> | <p>event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories. Reading book in book corner reflective of the children's current reading levels/phonics ability.</p> | <p>characteristics;</p> <ul style="list-style-type: none"> • recognising and joining in with predictable phrases; • learning to appreciate rhymes and poems, and to recite some by heart; • discussing word meanings, linking new meanings to those already known. <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher; • checking that the text makes sense to them as they read and correcting inaccurate reading; • discussing the significance of the title and events; • making inferences on the basis of what is being said and done; • predicting what might happen on the basis of what has been read so far; • participating in discussions about what is read to them, taking turns and listening to what others say; • explaining clearly their understanding of what is read to them. |
| <p>WORD READING Children will practice word reading during</p> | <p>Word reading Phonics Letters and Sounds- Phase 2 Understand the five key</p> | <p>Word reading Phonics Letters and Sounds- Phase 2 Develop phonological</p> | <p>Word reading Phonics Letters and Sounds- Phase 3 Read simple phrases</p> | <p>Word reading Phonics Letters and Sounds- Phase 3 Read a few common</p> | <p>ELG Word reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their</p> | <p>Reading • Apply phonic knowledge and skills as the route to decode words. • Respond speedily with the correct sound to graphemes (letter</p> | |

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| <p>phonics lessons, in independent learning in the continuous provision, while reading their reading books and practicing their set HFW</p> | <p>concepts about print: Print has meaning; Print can have different purposes; we read English text from left to right and top to bottom; name of different parts of a book; page sequencing. Develop phonological awareness to spot and suggest rhymes, count or clap syllables in a word, recognise words with same initial sound, such as money and mother. Read individual letters by saying sounds for them.</p> | <p>awareness to spot and suggest rhymes, count or clap syllables in a word, recognise words with same initial sound, such as money and mother. Read individual letters by saying sounds for them.</p> | <p>and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> | <p>exception words matched to school scheme. Read some letter groups that represent one sound. Re-read books to build up confidence in word reading and fluency and their understanding and enjoyment.</p> | <p>phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Phonic Letters and Sounds- Phase 3 and 4</p> | | <p>or group of letters) for all 40+ phonemes, including (where applicable) sounds for graphemes. • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Read common exception words, noting unusual correspondents between spelling and sound and where these occur in words. • Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. • Read other words of more than one syllable that contain taught GPCs. • Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s). • Read books aloud, accurately, that are consistent with their developing</p> |
| <p>Teaching Sessions; following the RWI scheme.</p> | <p>Phonic Sounds: m a s d t i n p g o c k u b f e l h r Red words: is I the Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. 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>Phonic Sounds: j v y w z x sh th ch qu ng nk ck Red words: go no to into she he of we me be Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. 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>Phonic Sounds: ay ee igh ow (as in blow) oo (as in zoo) oo (as in look) ar or air ir ou (as in out) oy ea (as in tea) oi (as in spoil) Red words: was you they my by all are sure pure Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p> | <p>Phonic Sounds :Review Phase 3 Red words: review the words taught so far Reading: Story structure beginning, middle, end. Innovating and retelling stories to an audience, nonfiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</p> | <p>Phonic learning: Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC • longer words and compound words Red words: said so have like some come love do were here little says there when what one out today Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p> | <p>Phonic learning: Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est • longer words and compound words Red words: Review all taught so far. Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End</p> | <p>phonic knowledge and that do not require them to use other strategies to work out words. • Re-read these books to build up fluency and confidence in word reading</p> |

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| | For phonics the children will have regular assessments; this will establish what phonics teaching they require for the next term so progress will be determined by this. The children will also read on a weekly basis 1:1 to ensure that their reading book is reflective of the current level of phonics they are working on. | | | | | | |
| WRITING Texts may change due to the children's interests | Writing Write some or all of their name. Write some letters accurately | Writing Use some of their print and letter knowledge in their early writing. Form lower case and capital letters correctly | Writing Spell words by identifying the sounds and then writing the sound with letter/s. | Writing Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense | 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. | | Transcription Spelling Children should be taught to spell: • words containing each of the 40+ phonemes already taught; • Common exception words; • days of the week. Children should be taught to: • name the letters of the alphabet in order; • use letter names to distinguish between alternative spellings of the same sound; • apply simple spelling rules; • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far; Composition Write sentences by: • saying out loud what they are going to write about; • composing a sentence orally before writing it; • sequencing sentences to form short narratives; • re-reading what they have written to check that it makes sense. Vocabulary, Grammar and Punctuation Children should develop their understanding of the concepts set out in English Appendix 2 by: • leaving spaces between words; • joining words and joining clauses using and; • beginning to punctuate sentences using capital letters and full stop, question mark or exclamation mark; • using capital letter for names of people, places, the days of the week, and the personal pronoun I. Sentences • How words can combine to make sentences. • Joining words and joining clauses using 'and'. |
| Specific Learning Opportunities in Continuous Provision/Teaching Sessions. | Children will be experimenting with mark -making and writing patterns in a range of mediums. They will begin to develop a dominant hand and work towards a tripod grip. Children will start to give meaning to marks and labels. Writing initial sounds and CVC words by labelling people on a bus, labelling a setting and favourite part of a story and labelling parts of an owl. Children will begin to write letters from their names. Name writing practice. | Labelling using initial sounds. Orally telling stories with actions. Sequence stories such as Room on the Broom and the Gruffalo. Writing CVC words to label characters from Room on the Broom, exploring what makes us special and completing words from a non fiction page about Diwali. Also writing down objects to go into a spell and identifying words that rhyme. Writing CVC words or simple captions about picture about different seasons. Help children identify the sound that is tricky to spell. | Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences about the journey stick man goes on, the life cycle of a duck, labelling a ship and exploring the differences between different countries. | Drawing and labelling our own story maps (bear hunt), writing captions and labels, writing simple sentences link to all of the texts for this term. Beginning to encourage using fingers to count each word as they write (sentence retention) and read their work when finished. | Writing for a purpose in a variety of contexts focus on using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. | Story writing and extended pieces of work (2+ sentences); writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. | |
| COMMUNICATI | 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 | | | | | | |

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| <p>ON AND LANGUAGE</p> <p>Talk to parents about what language they speak at home, try and learn key words from each topic.</p> | <p>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>Listening, Attention and Understanding Understand how to listen carefully and why listening is important. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> | <p>Listening, Attention and Understanding Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs</p> | <p>Listening, Attention and Understanding Listen to and talk about stories to build familiarity and understanding.</p> | <p>Listening, Attention and Understanding Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> | <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>English Spoken Language</p> <ul style="list-style-type: none"> • Listen and respond appropriately to adults and peers. • Ask relevant questions to extend their understanding and knowledge. • Use relevant strategies to build their vocabulary. • Articulate and justify answers, arguments and opinions. • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas. • Speak audibly and fluently with an increasing command of standard English. • Participate in discussion, presentations, performances, role play, improvisations and debates. • Gain, maintain and monitor the interest of the listener(s). • Consider and evaluate different viewpoints, attending to and building on the contributions of others. • Select and use appropriate registers for effective communication. |
| <p>Specific Learning Opportunities in Continuous Provision/Teaching Sessions.</p> | <p>Settling in activities Making friends Children talking about experiences that are familiar to them through the use of news from home books. Rhyming and alliteration Shared stories Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p> | <p>Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories- use actions to support. Woodland animal play, linking to own experiences. Discussion about who the footprints might belong to? Children explain and justify their</p> | <p>Using language well. Encourage and model the use of how and why questions during new time. Discovering Passions Retelling a story with story language - provide puppets and props in CP. Encourage and model describing events in some detail during new time and in the puppet area,</p> | <p>Encourage and model the use of time connectives when children are telling their news from home or retelling stories. Understand how to listen carefully and why listening is important - children to listen carefully and ask good questions during news time.</p> | <p>Re-read some favourite stories/ stories we have uses in our learning to revisit and consolidate vocabulary and events - making our learning sticky!</p> <p>Oral retell of the stories, especially</p> | <p>Show and tell 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 with different</p> |

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| | <p>Describing a bus journey. Listening and following instructions in bus stop play</p> | <p>reasoning. Story language Listening and responding to stories; Explore 'how' and 'why' questions related to the story Following instructions Takes part in discussion Understands how to listen carefully and why listening is important - introducing talking partners. Use new vocabulary through the day. Carefully chosen stories to develop the children's vocabulary; explore the meaning of new vocab and speak in longer sentences with connectives and detail.</p> | <p>Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs e.g. e.g. talking about their stick buildings. Discussing differences and similarities between different places Stickman visits. Describing a journey. Learn the 'Stickman rap'. -Explaining their treasure maps, use the language of time. Follow verbal instructions to complete a treasure hunt. Hide 'treasure' and give verbal clues for others to follow. Use our senses to explore different eggs and talk about what we can see, touch, smell, hear and taste. Making observations and discussing what has changed.</p> | <p>Sustained focus when listening to a story. Planning and talking about how to design and make our own toys. Encourage the use of detail and descriptive language. Listen, and respond, to audio of other stories in the series. How would trick the wolf? Can you think of a different ending to the story. Explore other traditional tales that have more than one ending. Which ending do you like best, why? Explain how they built a house and why they chose those materials. Oral retell</p> | <p>Jack and the beanstalk. Innovating the story (oral). Creating their own version of the story (oral). Answer how and why questions. . What do we already know about caterpillars? What do we want to find out? Making predictions and observations about the caterpillars.</p> | <p>weather types, and seaside destinations. Model using the features of non-fiction books-use 'bugs' book as a basis for this. Listen to, and following, instructions to make a sandwich. Make observations of minibeasts in the outside environment. - Describe where you found an 'Evil Pea'. How could we free the Evil Pea? Will that idea work? How can we find out? What else could we try? Listen, and respond, to audio of other stories in the series.</p> | |
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MATHEMATICS

Use of White Rose Maths Scheme to support the sequence of teaching.

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.

- Number and Place Value
- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
 - Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.
 - Given a number, identify one more and one less.
 - Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
 - Read and write numbers from 1 to 20 in numerals and words.
- Addition and Subtraction
- Read, write and interpret mathematical

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
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| Getting to Know You | | | Just Like Me! | | | It's Me 1, 2, 3! | | | Light and Dark | | |
| Opportunities for setting or introducing the areas of provision, and getting to know the children. | | | Match and Sort Compare Amounts | | | Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3 | | | Representing Numbers to 5 One More and Less. | | |
| Key areas of this class review, exploring the continuous provision mats and ask 'Where do things belong?' Positional language | | | Compare Size, Mass & Capacity Exploring Pattern | | | Circles and Triangles Positional Language | | | Shapes with 4 Sides Time | | |

| Phase | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 |
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| Phase | Alive in 5! | | | Growing 6, 7, 8 | | | Building 9 & 10 | | |
| Number | Introducing zero Comparing numbers to 5 Composition of 4 & 5 | | | 6, 7 & 8 Combining 2 amounts Making pairs | | | Counting to 9 & 10 Counting Patterns Beyond 10 Bonds to 10 | | |
| Shape/Space/Measurement/Problem Solving | Compare Mass (2) Compare Capacity (2) | | | Length & Height Time | | | 3d-shapes Spatial Awareness Patterns | | |

| Phase | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|-------------------|---|--------|--------|--|--------|--------|--|--------|--------|---|---------|---------|
| Phase | To 20 and Beyond | | | First Then Now | | | Find my Pattern | | | On the Move | | |
| Number | Building Numbers Beyond 10 Counting Patterns Beyond 10 | | | Adding More Taking Away | | | Doubling Sharing & Grouping Even & Odd | | | Deepening Understanding Patterns and Relationships | | |
| Spatial Reasoning | Spatial Reasoning (1) Match, Rotate, Manipulate | | | Spatial Reasoning (2) Compose and Decompose | | | Spatial Reasoning (3) Visualise and Build | | | Spatial Reasoning (4) Mapping | | |

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| | <p>Number Develop fast recognition of</p> | <p>Numerical Patterns Recite numbers past 5 and</p> | <p>Number Begin to subitise</p> | <p>Numerical Patterns Count verbally beyond</p> | <p>ELG Number Have a deep</p> | <p>ELG Numerical Patterns</p> | |
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| | up to 3 objects, without having to count them (subitising). Show 'finger numbers' up to 5. Link numerals and amounts, eg, showing correct number of objects to match numeral 5. | in order to 10. Say one number for each item in order: 1, 2, 3, 4, 5. Know that last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Count objects, actions and sounds, reciting the numbers in order and matching one number name for each item. Compare quantities using language: 'more than', 'fewer than'. Compare objects: weight, length, size and capacity. Talk about and explore 2D and 3D shapes using information language such as: sides, corners, straight, flat, round. Describe sequence of events (real or fictional) using words such as first, then, next. | (recognise quantities without counting) up to 5. Solve real world mathematical problems with numbers up to 5. Experiment with their own symbols and marks as well as numerals. | 10. Understand the 'one more/one less than' relationship between consecutive numbers to 10 Positional language: describe a familiar route, using words such as 'in front of' and 'behind'. Compare numbers using appropriate vocabulary such as 'more than' 'less than', 'equal to'. Begin to identify evens and odds to 10. Begin to recall double facts to 10. Begin to share quantities between 2 and 3 people to 10. Talk about patterns in environment and continue copy and create repeating patterns. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes to show shapes can be made up of smaller shapes. | 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. | 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. | statements involving addition (+), subtraction (-) and equals (=) signs. • Represent and use number bonds and related subtraction facts within 20. • Add and subtract one-digit and two-digit numbers to 20, including zero. • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$. Multiplication and Division • Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. |
| Maths Shape, Space and Measures | There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure. | | | | | | Measurement Compare, describe and solve practical problems for: • lengths and heights (long/short, longer/shorter, tall/short, double/half) • mass or weight (heavy/light, heavier than, lighter than) • capacity/volume (full/empty, more than, less than, quarter) • time (quicker, slower, earlier, later) Measure and begin to record: • lengths and heights • mass/weight • capacity and volume • time (hours, minutes, seconds) • Recognise and know the value of different denominations of coins and notes. • Sequence events in chronological order using language, such as before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. • |
| Specific Learning Opportunities in Continuous Provision/Teaching Sessions. | Singing of song; 1 more/1 less. Using corresponding fingers and numbers and objects on the board to support counting skills. Counting people on a bus, composition and subitising. Using comparative, time and ordinal language. | Sorting and counting objects in the cauldron. Find 1 more and 1 less to 10. Drawing amounts and writing numbers. Compare size and shapes. Explore capacity of cauldrons and potion bottles. Explore 2D shapes (witch and animal shapes). Make and describe patterns e.g. curvy, wavy, straight, zig-zag. - Measure and compare the length of different | Using comparative and shape language when describing the stick buildings they have made. Use the language of addition and subtraction when making up stickman number stories. Pirate treasure counting, comparing, addition and subtraction (focus on | Use time language to compare and describe toys. Compare mass and length of different toys. Toys problem solving. Recording investigation results from 3 little pigs on a table. My building design on graph | Use shapes to create a castle. Bean maths, sort, count, compare, subitise, estimate amounts. Solve bean problems. 3D shapes linked to castles. Doubling, halving and sharing with butterflies and ladybirds. Symmetrical | Make a tally sheet to count bugs. Minibeast sorting, comparing, counting, addition and subtraction. Estimate amounts of minibeasts (different sizes) Counting in 2's, | |

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| | | <p>footprints. Estimating and counting linked to the story. Add and subtract 1. Time linked to stories and routine of own day and events in our lives (yesterday, today, tomorrow)</p> <p>Use of stories e.g. Pete and his 4 groovy buttons to support teaching composition of numbers.</p> | <p>abstract) Pirate problems to solve. Days of the week and language of time related to diary. Compare the size and weight of eggs.</p> | paper | patterns. Order numbers to 20. | <p>5's and 10's. Solve problems and make up number stories. Weigh and compare vegetables. Record on a table</p> | <p>Recognise and use language relating to dates, including days of the week, weeks, months and years. · Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> |
| UNDERSTANDING THE WORLD | <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p> | | | | | | |
| HISTORY | <p>Past and Present Begin to make sense of their own life story and family's history.</p> | <p>Past and Present Comment on images of familiar situations in the past.</p> | <p>Past and Present Compare and contrast characters from stories including figures from the past</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>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> | |
| Specific Learning Opportunities in Continuous Provision/Teaching Sessions. | <ul style="list-style-type: none"> · 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. Use appropriate time phrases when speaking/ordering events; Yesterday, Today, Tomorrow (chronology) | <p>Can talk about what they have done with their families during Christmas' in the past.</p> <ul style="list-style-type: none"> · Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. | <ul style="list-style-type: none"> · Listening to stories and placing events in chronological order. | <ul style="list-style-type: none"> · Can children make comments on the weather, culture, clothing, housing e.g. toy when reading Old Bear. Explore the differences between old and 'new' toys; how do the work and can you compare them? | <ul style="list-style-type: none"> · Introduce children to significant figures e.g the first man into space, who discovered gavity, and begin to understand that these events happened before they were born. | <p>Recognise and identify times in their own and others' lives</p> <p>Sequence past and present special events</p> <p>Can talk about similarities and differences between them and other individuals or families</p> | <ul style="list-style-type: none"> · Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. · Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries). · The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. (For example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell.) · Significant historical events, people, places in their own locality |

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| <p>Geography And RE</p> | <p>People, Culture and Communities Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> | <p>People, Culture and Communities Recognise that people have different beliefs and celebrate special times in different ways.</p> | <p>People, Culture and Communities Show interest in different occupations. Continue developing positive attitudes about the differences between people. Draw information from a simple map.</p> | <p>People, Culture and Communities Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries.</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>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observations, to enhance their locational awareness.</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p>Place Knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country. <p>Human and Physical Knowledge</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles. <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop. <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studies at this key stage. Use simple compass directions (North, South, East, West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. | |
| <p>GEOGRAPHY Specific Learning Opportunities in Continuous Provision/Teaching Sessions.</p> | <ul style="list-style-type: none"> Can talk about what they do with their family and places they have been with their family. Navigating around our classroom and outdoor areas. Introduce children to different occupations and how they use transport to help them in their jobs. Jobs that people do linked to vehicles (firefighter, bus driver, train driver). Look at a simple map/route and follow it e.g Rosie's walk in Maths. | <p>Talking about occupations and how to identify strangers that can help them when they are in need.</p> <ul style="list-style-type: none"> Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based Nocturnal Animals Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (freezing, melting, floating/sinking) | <ul style="list-style-type: none"> What are pirates? Elicit that they sailed around the world and were explorers, discuss how they developed maps. Look at maps and the globe of our world. 'Visit' places from around the world by the use of images, video clips, shared texts and other resources to bring the wider world into the classroom. Question: what are these places like? Compare them to where we live. After close observation, draw pictures of the natural world, including animals and plants Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. | <ul style="list-style-type: none"> Change in living things - Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Can children talk about their homes and what there is to do near their homes? Look out for children drawing/painting or constructing their homes. Encourage them to comment on what their home is like. Show photos of the children's homes and homes from around the world and encourage them to draw comparisons. | <ul style="list-style-type: none"> Stranger danger (based on Jack and the beanstalk). Use bee-bots on simple maps. Encourage the children to use navigational language. Caring for caterpillars/animals - what do they need to survive and stay safe (referring to their habitats). Internet research about caterpillars. Match minibeasts to their habitats. Explore minibeasts-similarities and differences. Caterpillar life-cycle | <ul style="list-style-type: none"> 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 .e.g ;linking to sharing a shell book and sea animals-what have animals mistaken e.g. coke can for a shell. | <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop. <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studies at this key stage. Use simple compass directions (North, South, East, West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. |

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| <p>RE</p> <p>Specific Learning Opportunities in Continuous Provision/Teaching Sessions.</p> | <ul style="list-style-type: none"> Identifying their family; naming and of what relation they are to them. 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 difference between real and fiction. Talk about members of their immediate family and community. <p>Special celebrations Harvest festival</p> | <ul style="list-style-type: none"> Show photos of how Christmas is celebrated around the world. Christmas concert; retelling of the story. Use world maps to show children where some stories are based. To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives e.g. the book 'Shine'. After reading books such as Room on the broom; explore how the witch is kind; how can we be kind? Who helps us? <p>Special celebrations Bonfire Night Children in Need Diwali Hannukah Christmas</p> <p>For each celebration explore how the tradition/celebration is celebrated e.g. make Diva lamps and create fire work patterns.</p> | <p>Special celebrations Chinese New Year Shrove Tuesday / Ash Wednesday St David's Day</p> <p>For each celebration explore how the tradition/celebration is celebrated e.g. make pancakes, explore this year's animal for the Chinese New Year. Discuss how not everyone celebrates these celebrations; explore how we are all different. Introduce that different people have different places that are special to them, explore how these are Peaceful Places (mindfulness).</p> | <p>Special celebrations Holi Palm Sunday Easter Vaisakhi Start of Ramadan</p> <p>For each celebration explore how the tradition/celebration is celebrated; look at why colour is special during the festival of Holi and why Easter is special to Christians and why Ramadan is special to Muslims. Are there any similarities between the festivals we have looked at this year e.g. kindness, forgiveness, giving cards, giving up something. Explore that different religions are similar in that they each have a special place of worship.</p> | <p>Special celebrations Eid</p> <p>For each celebration explore how the tradition/celebration is celebrated</p> | <p>Share and reflect on our own special times and places we have been.</p> <p>Special celebrations Summer Solstice Eid</p> <p>For each celebration explore how the tradition/celebration is celebrated</p> | <p>Themes to be covered in Year 1: Which books and stories are special? How do we celebrate special events? What does it mean to belong to a Church or mosque? Who brought messages about God and what did they say? How and why do we care for others?</p> |
| <p>Science</p> | <p>The Natural World Explore the natural world around them. Describe what they see, hear and feel and whilst outside. Know there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> | <p>The Natural World Use all their senses in hands-on exploration of natural materials. Talk about the differences between materials and changes they notice. Explore and talk about different forces they can feel. Make shadows; how do they work? What's a</p> | <p>The Natural World Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Recognise some environments that are different to the one in which they live.</p> | <p>The Natural World Begin to understand the need to respect and care for the natural environment and all living things. Understand the effects of the changing seasons on the natural world around them. Talk</p> | <p>ELG The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing</p> | <p>Working Scientifically During year 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content.</p> <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions. <p>Plants</p> | |

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| | | light source and what are shadows? | | about what they see, using a wide range of vocabulary | states of matter. | <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. | |
| Specific Learning Opportunities in Continuous Provision/Teaching Sessions. | <p>Exploring the properties of different materials e.g. in the water tray, how water moves in the water tray, how to make sand castles. How magnets work.</p> <p>Using our senses to explore the new classroom environment; encourage the children to use magnifying glasses and pooters to observe and explore in more detail. Build on children's natural interests as they play e.g magnets, plants, minibeads.</p> <p>Explore the properties of ice, rain and snow</p> | <ul style="list-style-type: none"> Nocturnal Animals Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (freezing, melting, floating/sinking) | <ul style="list-style-type: none"> What are pirates? Elicit that they sailed around the world and were explorers, discuss how they developed maps. Look at maps and the globe of our world. 'Visit' places from around the world by the use of images, video clips, shared texts and other resources to bring the wider world into the classroom. Question; what are these places like? Compare them to where we live. Design, make and test a waterproof boat Plant bulbs outside; discuss what will happen to them (plant seed during Jack and the beanstalk in summer 1). Explore life cycles, especially that of a duck. | <ul style="list-style-type: none"> Can children make comments on the weather, culture, clothing, housing e.g. toy when reading Old Bear. Explore the differences between old and 'new' toys; how do the work and can you compare them? Change in living things - Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Set up an investigation where the children need to record their results in a table; can the children explain what their investigation told them? | <p>Caring for caterpillars/animals . Internet research about caterpillars. Match minibeads to their habitats. Explore minibeads-similarities and differences. Caterpillar life-cycle.</p> | <p>Health eating; why do we need to eat healthy food? How else can we look after bodies?</p> <p>Talking about different types of animals and why they live where they live.</p> | <ul style="list-style-type: none"> Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of common animals (fish, amphibians, reptiles, birds and mammals, including pets.) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Everyday Materials</p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Seasonal Change</p> <ul style="list-style-type: none"> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. |
| EXPRESSIVE ARTS AND DESIGN | <p>Creating with Materials Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a part. Show different emotions in their drawings. Explore colour and colour mixing.</p> | <p>Creating with Materials Take part in simple pretend play, using an object to represent something else even though they are not similar. Use drawing to represent ideas like movement or loud noises.</p> | <p>Creating with Materials Develop own ideas and decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> | <p>Creating with Materials Create collaboratively sharing ideas, resources and skills. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Develop storylines in their pretend</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> | | |

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| <p>ART Specific Learning Opportunities in Continuous Provision/Teaching Sessions.</p> | <p>Self-Portraits; what shapes can we see? Where are our facial features positioned?</p> <p>Beginning to mix primary colours to make secondary colours in painting area.</p> <p>Expressive Arts Joins in with role play games and uses resources available for props; build models using construction equipment.</p> | <p>Repeat; self-portraits; look at refining our skills. Evaluate or progress from last time.</p> <p>Autumn Printing and Patterns- colour mixing</p> <p>Decorating: Clay diva lamps/salt dough Christmas baubles. Firework pictures, Christmas decorations, Christmas cards,</p> <p>Expressive Art; The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Have role Play to support this.</p> | <p>Repeat; self-portraits; look at refining our skills. Evaluate or progress from last time.</p> <p>Chalk drawings of animals from the Gruffalo's child</p> <p>Decorate items below.</p> | <p>play.</p> <p>Repeat; self-portraits; look at refining our skills. Evaluate or progress from last time.</p> <p>Use different textures and materials to make houses for the three little pigs.</p> <p>Pastel drawings, printing, patterns on Easter eggs,</p> <p>Mother's Day crafts & Easter crafts</p> | <p>Repeat; self-portraits; look at refining our skills. Evaluate or progress from last time.</p> <p>Designing symmetrical butterflies.</p> <p>Make different textures; make patterns using different colours</p> | <p>Repeat; self-portraits; look at refining our skills. Evaluate or progress from last time.</p> <p>Expressive Arts; Puppet shows: Provide a wide range of props for play which encourage imagination</p> | <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products. • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • About the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, and making links to their own work. |
| <p>D&T Specific Learning Opportunities in Continuous Provision/Teaching Sessions.</p> | <p>Junk modelling; take picture of children's creations and record them explaining what they did</p> | <p>Clay diva lamps/salt dough Christmas baubles. Firework pictures, Christmas decorations, Christmas cards,</p> <p>Shadow Puppets; Teach children different techniques for joining materials, such as how to use adhesive tape, treasury tags, paper clips and different sorts of glue</p> | <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using and continue to teach children different techniques for joining materials, such as how to use adhesive tape, treasury tags, paper clips and different sorts of glue e.g making a suitable ship for a pirate.</p> <p>Making paper lanterns, Chinese writing, puppet making,</p> | <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using and continue to teach children different techniques for joining materials, such as how to use adhesive tape, treasury tags, paper clips and different sorts of glue e.g creating animal masks, houses for the 3 little pigs, Mother's Day crafts & Easter crafts</p> <p>Explore the</p> | <p>Provide children with a range of materials for children to construct with; encourage individual children's interests.</p> | <p>Father's Day Crafts</p> <p>Make a healthy sandwich</p> | <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of context [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment.</p> <p>Design</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. <p>Make</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). • Select from and use a wide variety of materials and components, including construction materials, textiles and ingredients, according to their characteristics. <p>Evaluate</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products. • Evaluate their ideas and products against design criteria. <p>Technical Knowledge</p> |

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| | | | | mechanisms of toys. | | | <ul style="list-style-type: none"> • Build structures, exploring how they can be made stronger, stiffer and more stable. • Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products. Cooking and Nutrition <ul style="list-style-type: none"> • Use the basic principles of a healthy and varied diet. • Understand where food comes from. |
| | Being Imaginative and Expressive Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. | Being Imaginative and Expressive Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing the pitch of a tone sung by another person 'pitch match'. Sing the melodic sharpe (moving melody, such as up and down, down and up) of familiar song | Being Imaginative and Expressive Create their own songs or improvise a song around one they know. Watch and talk about dance and performance art, expressing their feelings and responses. | Being Imaginative and Expressive Play instruments with increasing control to express their feelings and ideas. Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. | 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. | | |
| Music Specific Learning Opportunities in Continuous Provision/Teaching Sessions. | Join in with familiar songs.. Sings call-and-response songs, echoing phases adults sing. Exploring sounds (body percussion and instruments) and how they can be changed, tapping out of simple rhythms. | Listen to music and make their own dances in response. Christmas songs/poem; take part in a Christmas production singing songs in a group with actions performed in time to the music. | Chinese music and composition- watch videos from festival- children are to discuss what they see. Exploring sound (using different instruments and exploring how to make different sounds e.g. pitch and volume). | Music and Movement- exploring how different types of music encourages their bodies to respond/move in different ways. | Encourage children to create their own music- ensure instruments are available in the provision- especially outside in the stage area. In music lessons Musical stories will be explored where we will put 'music' and sound effects effective to stories which we will practise performing. | In music lessons we will explore the topic of 'bands' where we will look at everyone having a part in a performance. We will think about the importance of our role. | <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Experiment with, create, select and combine sounds using the interrelated dimensions of music. |
| Computing | Teach how to use a Desktop computer and access the 'My | Internet research; can we | Recording data e.g. from our 3 | Internet research; can | <ul style="list-style-type: none"> • Use bee-bots on simple maps. | Watch a video exert from the | Computing <ul style="list-style-type: none"> • Understand what algorithms are, how they are implemented as |

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| <p>There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision.</p> <p>Specific Learning Opportunities in Continuous Provision/Teaching Sessions.</p> | <p>World' program, using a mouse.</p> | <p>find videos to listen to the different noises that animals make? Can we find out facts about owls?</p> | <p>little pigs experiment.</p> | <p>we find videos to show how old toys worked?</p> | <p>Encourage the children to use navigational language.</p> | <p>story Supertato and then make a video of the first part of the story ourselves; how will we do this? What applications will we need to use?</p> | <p>programs on digital devices and that programs execute by following precise and unambiguous instructions.</p> <ul style="list-style-type: none"> • Create and debug simple programs. • Use logical reasoning to predict the behaviour of simple programs. • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school. • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technology. |
| <p>CHARACTERIST ICS OF EFFECTIVE LEARNING</p> | <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> | | | | | | |
| <p>OVER ARCHING PRINCIPLES</p> | <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/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone - embrace each community.</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> <p>PLAY At Northowram Primary School we understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.</p> | | | | | | |



EARLY LEARNING GOALS End of Year Expectations - Holistic / Best Fit Judgement

| Communication and Language | Personal, Social and Emotional Development | Physical Development | Literacy | Maths | Understanding the World | Expressive Art and Design |
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| <p>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>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>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>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>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>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>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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p> | <p>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 plays.</p> <p>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>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>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>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>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>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>The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | <p>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>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> |