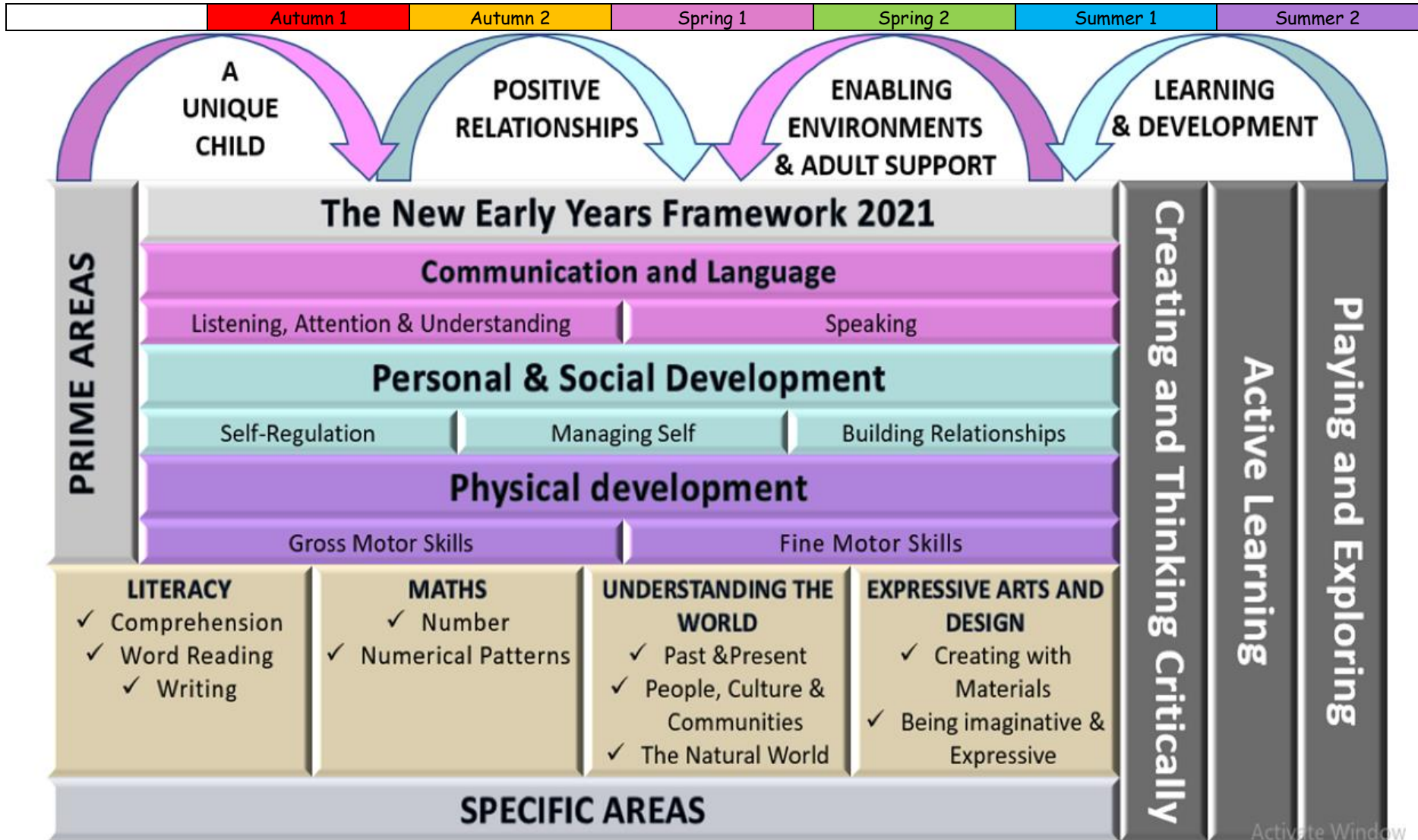


Reception Long Term Plan



General Aims	Happy To Be Me Starting school / getting to know my new class. My family. Being kind and making friends My Senses Little Red Hen linked to Harvest festival	Over The Rainbow The Spirit of Christmas The Nativity Christmas Lists Letters to Father Christmas	Tell Us A Story Traditional Tales Plants & Flowers Weather / seasons The great outdoors Planting seeds	Help Is At Hand People who help us in our Community Farm Machinery Dinosaurs - Who was Mary Anning?	If You Go Down To The Woods Fly me to the moon! Designing our own space rocket. Who was Neil Armstrong?	What A Wonderful World Life cycles of butterflies, frogs
Possible Texts	Starting School Topsy and Tim Start School Who's In My Family Lucy's Picture The Mole Who Needed Glasses Brown bear what do you see The Listening Walk Polar bear what do you hear I Don't want to wash my hands! Blow Your Nose, Big Bad Wolf Eat your greens goldilocks Pumpkin Pumpkin The Little Red Hen	The Greatest Show on Earth Spot Goes To The Circus Elmer Elmer's Weather Rainbow Fish What Makes a Rainbow The Rabbit Colour Book Commotion in The Ocean The Big Red Bath Mrs Wishy Washy The Big Blue Balloon The Day The Crayons Quit Harvey Slumfenburgers Christmas Present The Jolly Postman The Christmas Story	The Gingerbread Man Pye Corbett The Gingerbread Man story (different version) Little Red Riding Hood Pye Corbett Sam's Sandwich The Sandwich That Max Made The Three Billy Goats Gruff Pye Corbett The Enormous Turnip Pye Corbett Mr Wolf and The Enormous Turnip The Gigantic Turnip Jack and the Beanstalk Pye Corbett Rosie Plants a Radish Jim and The Beanstalk The Three Little Pigs Pye Corbett The Three Wolves and The Big Bad Pig Handa's Sunrise Handa's Hen	Mrs Mopples Washing Line Harry and The Dinosaurs Go To School The Bus Driver Dogger Topsy and Tim Meet The Police Burglar Bill Fireman Sam and The Kite Just One Spoonful Topsy and Tim Go To The Dentist The Train Ride Farmer Duck Oliver's Vegetables Pig In The Pond Easter Story One two three oops	Goldilocks and the Three Bears Mr Wolf and The Three Bears Whatever Next How To Catch a Star We're Going on a Bear Hunt Baby Bear What Do You See? Peace at Last Owl Babies Big Bear Little Bear Snow Bear Polar Bear What Do You Hear This is the Bear This Is The Bear and The Scary Night Teddy Bears Picnic Alone In The Woods	Tadpoles Promise The Teeny Weeny Tadpole The Very Hungry Caterpillar The Busy Spider Aaaarrgghh Spider I Wonder Why Spiders Spin Webs Honey Biscuits Honey Bees Busy Day The Snail and the Whale Norman The Slug With The Silly Shell Does It Float? Sharing a Shell The Bad-Tempered Ladybird What The Ladybird Heard What The Ladybird Heard Next The Ugly Bugs Ball Night Pirates

<p>Characteristics 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. We must be aware of children who need greater support than others.</p> <p>Play At Tenbury Primary Academy, 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 children. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.</p> <p>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>
<p>Communication and Language</p>	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share</p>

	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>Whole EYFS Focus C and L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett actions, EYFS productions, Daily worship and weekly Interventions.</p> <p>DAILY STORY TIME and NURSERY RHYMES</p>	<p>Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them through the use of news from home. Rhyming and alliteration. Shared stories. Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p>Tell me a story! Develop vocabulary Discovering Passions Tell me a story - retelling stories. Story language. Word hunts. Listening and responding to stories. Following instructions Takes part in discussion Understands how to listen carefully and why listening is important and introducing talking partners. Use new vocabulary through the day. Carefully chosen stories to develop the children's vocabulary.</p>	<p>Tell me why! 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. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Talk it through! 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>Sustained focus when listening to a story</p>	<p>What happened? 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>Time to share! 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 weather types, dinosaurs and seaside destinations. Model using the features of non-fiction books.</p>
<p>Personal Social and Emotional Development</p> <p>'My Life'</p>	<p>All About Me/My World Look at the likes and dislikes of the children and what makes each one unique. Explore the things that make us similar and different. Share key family celebrations and celebrate the ways in which we are different. Children consider people who love them. The children will focus on what makes these</p>	<p>Celebrations Focus on occasions which the children celebrate. It begins by focusing on celebrations familiar to the children and progresses to exploring some celebrations which they might not be familiar with. Children can bring in photos of celebrations if they wish. Focus on the Diwali Festival of Light.</p>	<p>Friendship/My Feelings Focus on making friends. Children look at a range of scenarios and vocabulary which promote including others and joining in with games and social situations. Explore the ways in which children can resolve disagreements or arguments with friends. Children are encouraged to develop</p>	<p>What Do People Do All Day? Explore the jobs and roles in our society. This session explores the skills and attributes that people need to do their jobs. Children use a range of vocabulary and identify their own great skills. Focus on the importance of teamwork in jobs. The teacher uses their own daily experience of</p>	<p>Looking After Myself/Staying Safe Focus on healthy habits, particularly nutrition. Children explore nutritious foods and healthy habits which they can continue to develop independently and with their families. Explore how to be safe in the sun. Look at the benefits of Vitamin D on the body and how we can get enough Vitamin</p>	<p>Being Healthy/Growing Up Focus on teeth brushing. Children consider the reasons why it is important to brush their teeth and then practise how to brush effectively. Explore what germs are and how they can be spread. Children learn how to decrease the spread of germs and develop an effective hand washing</p>

	<p>people so special and articulate how they feel about them. Focus on the need for rules to keep everyone safe. Children consider the feelings of others and establish routines. Explore the local community and what can be found in it. Children have the opportunity to contribute to community projects and get to know their local area in more detail. Look at countries around the world and encourages children to be curious about the world, starting with the UK. Explore traditional foods, dress, architecture and flags.</p>	<p>Children have the opportunity to learn about the story of Rama and Sita, and about the way in which people celebrate Diwali. Look at the ways in which we celebrate New Year, with a focus on Chinese New Year (Lunar New Year). Children explore the way in which it is celebrated, as well as the Chinese Zodiac.</p>	<p>vocabulary around empathy, expressing emotions and apologising. Being a good listener is an important skill, not just in friendships but in all aspects of life. This session looks at the ways in which active listening skills can be developed and offers opportunities to practise these skills. Focus on developing children's self-awareness and understanding of their emotions and feelings. This focuses on the word 'empathy' and what it means. Children explore the ways in which empathy can be shown every day. Promote resilience and encourages children to celebrate their achievements and set goals for themselves, while remembering that failure and mistakes are good!</p>	<p>teamwork as a model, then asks the children to try out some new team challenges, reflecting on how they felt about them once completed.</p>	<p>While protecting our skin. Promote the benefits of exercise on the body and mind. Children have the opportunity to try new sports, movement and exercise. Focus on road safety and emphasises key steps to support safely crossing the road, including pedestrian crossings. Explore 'stranger danger' and uses the terms 'safer building' and 'safer stranger' to support children should they find themselves lost or in need of help. Focus on online safety. Children develop some class rules for keeping safe online. They also explore the things they do like to do online.</p>	<p>technique. Focus on identifying body parts and understanding which parts are private. Children label body parts and celebrate all the things that their body can help them to do. Focus on the changes that occur when growing up. Children look at the human life cycle and consider how they have changed since they were born. Explore the word 'independent' and what it means to the children. They look at a variety of things that they can do which make them more independent. Look at transitions and moving year groups in schools. Explore the feelings which come with moving to another class and the opportunities which come with moving on.</p>
<p>Physical Development</p>	<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</p> <p>Continuously check the process of children's Handwriting, pencil grip and letter formation, Including directionality. Provide extra help and guidance when needed.</p>	<p>To develop small motor skills so that they can use a range of tools competently, safely and confidently - scissors, paintbrushes. To continue developing small motor skills; dressing and undressing dolls, puzzles and playing with small world toys.</p> <p>To draw and make-marks and symbols using writing implements.</p> <p>To show preference for dominant hand.</p> <p>To hold pencil/paint brush beyond whole hand grasp.</p> <p>To develop muscle tone to put pencil pressure on paper.</p> <p>To draw, write or copy letter of name</p> <p>To teach and model correct letter formation.</p> <p>To cut a straight line with the scissors</p> <p>Forest Schools - Develop fine motor skills by making objects and structures.</p>		<p>To refine small motor skills; threading, pouring, stirring, using spray bottles, planting and caring for plants, playing with small world toys.</p> <p>To practise holding a pencil with improved grip.</p> <p>To write and copy letters and begin forming letter correctly.</p> <p>To engage within daily name/CVC writing activities..</p> <p>To begin to form letters correctly.</p> <p>To handle tools, objects, construction and malleable materials with increasing control.</p> <p>To cut a simple curved line with the scissors</p> <p>To hold pencil effectively with comfortable grip</p> <p>To draw a cross.</p> <p>To draw pictures that are recognisable</p> <p>To use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Forest Schools - Develop fine motor skills by making objects and structures.</p>		<p>To develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>To hold a pencil effectively in preparation for fluid writing using the tripod grip in almost all cases/</p> <p>To use one hand consistently for fine motor tasks.</p> <p>To form letters correctly</p> <p>To copy a square</p> <p>To begin to draw diagonal lines, like in a triangle</p> <p>To start to colour inside the lines of a picture</p> <p>To build things with smaller linking blocks, such as Lego.</p> <p>To begin to show accuracy and care when drawing.</p> <p>Forest Schools - Develop fine motor skills by making objects and structures.</p>	
<p>Gross Motor</p> <p>Daily opportunities for Gross Motor Development</p> <p>Write Dance</p> <p>Dough-Gym</p>	<p>Climbing using the outdoor equipment.</p> <p>Different ways of moving during outdoor play.</p> <p>Help individual children to develop good personal hygiene. Acknowledge and praise their efforts.</p> <p>Provide regular reminders about thorough handwashing and toileting.</p> <p>To develop skills they need to manage the school day successfully - lining up and queuing and mealtimes. To draw lines and circles using gross motor movements.</p> <p>Daily Mile - health initiative that involves walking, running or jogging for 15 minutes every day.</p> <p>Forest Schools - The children will develop physical stamina and their gross motor skills through free and easy movement round the Forest School site.</p>		<p>To revise and refine the fundamental movement skills they have already acquired.</p> <p>To encourage children to be highly active and get out of breath several times every day.</p> <p>Daily Mile - health initiative that involves walking, running or jogging for 15 minutes every day.</p> <p>Forest Schools - The children will develop physical stamina and their gross motor skills through free and easy movement round the Forest School site</p>		<p>To use core muscle strength to achieve a good posture when sitting on the table</p> <p>To run safely on whole foot.</p> <p>To vary pace depending on distance.</p> <p>To progress towards a more fluent style of moving, with developing control and grace</p> <p>To develop the overall body strength, co-ordination, balance and agility: spin, rock, tilt, fall, slide and bounce.</p> <p>Daily Mile - health initiative that involves walking, running or jogging for 15 minutes every day.</p> <p>Forest Schools - The children will develop physical stamina and their gross motor skills through free and easy movement round the Forest School site</p>	
<p>Indoor/Outdoor PE</p>	<p>Gymnastics: In The Jungle To revise skills they</p>	<p>Dance: Dinosaurs To experiment with different ways of</p>	<p>Best Of Balls To develop the ability to control a ball in a</p>	<p>Invasion Games To negotiate space successfully in racing</p>	<p>Gymnastics - Jumping Jacks To develop the ability</p>	<p>Games - The Olympics PEGS - Sports Day Gym apparatus and</p>

	<p>have already acquired: rolling · crawling · walking · jumping · running · climbing To stand on one foot.</p>	<p>moving e.g. slithering, shuffling, jumping, sliding. To combine different movements with ease and fluency.</p>	<p>range of ways. To develop the ability to throw accurately at a target. To use throwing skills in a small sided game. To be able to use a bat or racket to move and control an object. To develop the ability catch and bounce a ball. To develop the ability to kick a ball.</p>	<p>and chasing games with others. To run skilfully, adjusting speed or direction to avoid obstacles.</p>	<p>to jump in a range of ways from one space to another. To control my body when jumping and balancing. To create a sequence using a jump and a balance. To develop the ability To roll in a range of ways. To control my body when rolling in a range of ways. To perform a sequence with confidence and control.</p>	<p>Sports Day (athletics) To rise to feet without using hands. To climb confidently and begin to pull themselves up on equipment. To use a range of large and small apparatus confidently and safely. To mount stairs, steps or climbing equipment using alternate feet. To jump off an object and land appropriately. To travel with confidence and skill around, under and over balancing and climbing equipment.</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>					
<p>Comprehension</p> <p>Developing a passion for reading. Each week the children will choose a story sack and change their reading books.</p>	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. 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 -</p>	<p>Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using image and Pie Corbett Actions to retell the story - Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories.</p>	<p>Making up stories with themselves as the main character. 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.</p>	<p>Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Uses vocabulary and forms of speech that are increasingly</p>	<p>Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Parents reading stories Can explain the main events of a story - Can</p>	<p>Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-</p>

	<p>the names of the different parts of a book</p> <p>Sequencing familiar stories through the use of pictures to tell the story.</p> <p>Recognising initial sounds. Name writing activities.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Sequence story - use vocabulary of beginning, middle and end.</p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p> <p>Enjoys an increasing range of books</p>		<p>influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events</p>	<p>draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p>	<p>fiction is a non-story- it gives information instead.</p> <p>Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>Sort books into categories.</p>
<p>Word Reading</p> <p>Children will practise word reading during phonics lessons, in independent learning in the continuous provision, as well as reading their reading books and practising their set HFW. They will have personalised phonics to take home. These will be changed weekly.</p>	<p>Phonic Sounds: set 1 m a s d t i n p g o c k u b f e l h r j v y w z q x</p> <p>Tricky words: a dad I mum big it at is</p> <p>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>End of term assessments</p>	<p>Phonic Sounds: set 1 ck sh th ch qu ng nk ll ff ss zz</p> <p>Tricky words: on up back if but of into the</p> <p>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>End of term assessments</p>	<p>Phonic Sounds: set 2 ay ee igh ow kn oo oo ar</p> <p>Tricky words: his to him had in no got was</p> <p>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>End of term assessments</p>	<p>Phonic Sounds: set 2 or air ir ou oy wh ph oor</p> <p>Tricky words: go an as can off not get and</p> <p>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>End of term assessments</p>	<p>Phonic learning: consolidate all set 2. CVCC CCVC CCVCC CCCVC CCCVCC · longer words and compound words</p> <p>Tricky words: will that then now she this put my with for he them down me all come</p> <p>Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p> <p>End of term assessments</p>	<p>Phonic learning: set 3 ea oi a-e i-e o-e u-e CVCC CCVC CCCVC CCV CCVCC ·</p> <p>Tricky words: my see too was all look want what we you her be they are your said</p> <p>Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p>End of term assessments</p>
<p>Writing</p>	<p>Texts as a Stimulus:</p> <p>Children will be</p>	<p>Texts as a Stimulus:</p> <p>Labelling using initial</p>	<p>Texts as a Stimulus:</p> <p>Writing some of the</p>	<p>Texts as a Stimulus:</p> <p>Drawing and labelling</p>	<p>Texts as a Stimulus:</p> <p>Writing lists e.g. what</p>	<p>Texts as a Stimulus:</p> <p>Story writing, writing</p>

<p>The children will be introduced to cursive writing during the term Summer 2.</p>	<p>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.</p> <p>Writing initial sounds and simple captions.</p> <p>Use initial sounds to label characters / images.</p> <p>Children will begin to write letters from their names.</p> <p>Name writing practice.</p>	<p>sounds.</p> <p>Orally telling stories sometimes with adults acting as scribes</p> <p>Writing CVC words to label characters from stories.</p> <p>Writing simple captions about pictures from stories. E.g. It is a hen.</p> <p>Help children identify the sounds they can hear in words when writing.</p> <p>Sequence stories such as Christmas story.</p>	<p>tricky words such as I, me, my, like, to, the.</p> <p>Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>Guided writing based around developing short sentences about traditional tales</p> <p>Weekend News, guided writing based around developing short sentences.</p>	<p>our own story maps, writing captions and labels, writing simple sentences.</p> <p>Guided writing based around sentences about animal facts.</p> <p>Order the Easter story. Labels and captions - dinosaurs/farming</p> <p>Character descriptions. Write two sentences.</p> <p>Weekend News - write two sentences.</p>	<p>would we pack to take to space?</p> <p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces.</p> <p>Form lower-case and capital letters correctly. Rhyming words.</p> <p>Weekend News - phonetically plausible attempts at words, Extend sentences using 'and'.</p>	<p>sentences using a range of tricky words that are spelt correctly.</p> <p>Beginning to use full stops, capital letters and finger spaces.</p> <p>Innovation of familiar texts Using familiar texts as a model for writing own stories.</p> <p>Character description - Labels and captions - life cycles</p> <p>Weekend News - writing sentences using a range of tricky words that are spelt correctly.</p>
<p>Mathematics</p>	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of Mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
	<p>Early Mathematical Experiences Counting rhymes and songs.</p> <p>Subitise Subitise within 3. Create their own patterns for numbers within 4. Use fingers to represent quantities</p>	<p>Subitise Subitise within 5.</p> <p>Cardinality, ordinality and counting Continue to develop their counting skills. Explore the cardinality of 5, linking this to dice patterns and 5</p>	<p>Subitise Explore patterns within 5, including structured/ random arrangements. Explore patterns made by some numbers greater than 5, including structured patterns in which 5 is a</p>	<p>Subitise Explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.</p> <p>Cardinality, ordinality and counting Continue to consolidate their understanding of</p>	<p>Subitise Continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns. Use subitising skills to identify when patterns</p>	<p>Subitise Continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns.</p> <p>Cardinality, ordinality and counting</p>

	<p>which they can subitise.</p> <p>Cardinality, ordinality and counting Relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set. Develop an understanding that anything can be counted, including actions and sounds.</p> <p>Composition See that all numbers can be made of 1s. Compose their own collections within 4.</p> <p>Comparison Use the language of comparison, including 'more than' and 'fewer than'. Compare sets 'just by looking'</p> <p>2D Describe 2D shapes</p> <p>Measures Estimate, order compare, discuss and explore capacity,</p> <p>Positional Language Describe position accurately</p> <p>Shape and pattern Create a simple pattern</p>	<p>fingers on 1 hand. Begin to count beyond 5. Begin to recognise numerals, relating these to quantities they can subitise and count.</p> <p>Composition Explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot. Explore the composition of numbers within 5.</p> <p>Comparison Compare sets using a variety of strategies, including 'just by looking', by subitising and by matching. Compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.</p> <p>Size Compare and order size</p> <p>Shape and pattern Name and sort 2D/3D shapes Recognise and create patterns</p>	<p>clear part. Experience patterns which show a small group and '1 more' Match arrangements to finger patterns.</p> <p>Cardinality, ordinality and counting Develop verbal counting to 20 and beyond. Continue to develop object counting skills, Continue to link counting to cardinality, using their fingers to represent quantities between 5 and 10. Order numbers, linking cardinal and ordinal representations of number.</p> <p>Composition Explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot. Explore the composition of numbers within 5.</p> <p>Comparison Continue to compare sets using the language of comparison, and play games which involve comparing sets. Continue to compare sets by matching,</p>	<p>cardinality, working with larger numbers within 10. Become more familiar with the counting pattern beyond 20.</p> <p>Composition Explore the composition of odd and even numbers, looking at the 'shape' of these numbers. Begin to link even numbers to doubles Begin to explore the composition of numbers within 10.</p> <p>Comparison Compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.</p> <p>Size compare and order size</p> <p>Shape and pattern Describe and sort 2D/3D shapes</p> <p>Positional Language Describe position accurately</p>	<p>show the same number but in a different arrangement, or when patterns are similar but have a different number. Subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10. Identify when it is appropriate to count and when groups can be subitised.</p> <p>Cardinality, ordinality and counting Continue to develop verbal counting to 20 and beyond, including counting from different starting numbers. Continue to develop confidence and accuracy in both verbal and object counting.</p> <p>Composition Explore the composition of 10.</p> <p>Comparison Order sets of objects, linking this to their understanding of the ordinal number system.</p> <p>Measures Describe capacities Describe size</p>	<p>Continue to develop verbal counting to 20 and beyond</p> <p>Composition Continue to explore the composition of 10. Show that some numbers to 10 can be split into 2 equal parts.</p> <p>Comparison Comparing groups of the same object with a big difference in number, and then a small difference. Comparing by looking, then by matching 1-to-1. Understanding when groups have an equal amount. Comparing groups of objects that are of different sizes, colours or attributes. Beginning to generalise about '1 more/1 less' within 10 developing a sense of magnitude, e.g. knowing that 8 is a lot more than 2, but that 4 is only a little bit more than 2.</p> <p>Positional language Describe position accurately. Days of the week</p> <p>Measures Describe capacities Compare volumes Compare weights Estimate, compare and</p>
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			<p>identifying when sets are equal. Explore ways of making unequal sets equal.</p> <p>Measures Compare size. Estimate, compare and order lengths</p> <p>Positional Language Describe position accurately</p>			<p><i>order lengths.</i></p> <p>Shape and pattern Recognise and create symmetrical patterns.</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 the local church and attending a music festival, 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>					
<p>Understanding The World</p> <p><i>Science History Geography</i></p>	<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Learn about the human lifecycle and understand we begin life as a baby. Maps of local area Comparing places on Google Earth - how are</p>	<p>Winter - Change in living things - Changes in the leaves, weather, and seasons. Create a weather map. Listening to stories and placing events in chronological order. • Introduce the children to Guy Fawkes and his important role for celebrating bonfire night. Listen to how children communicate their understanding of their own environment and contrasting environments. Discuss the different creatures that might live on land or in the sea. Understand that</p>	<p>Use 'The Gingerbread Man' and 'Little Red Riding Hood to draw a map of their journey. Environments - Features of local environment, Bridges and streams. Use Handa's Surprise to explore a different country. Compare animals from a jungle to those on a farm. Explore a range of jungle animals. Learn their names and label their body parts. Discuss Africa as a Continent and made up of lots of different countries. Use 'Handa' to draw a map of her journey</p>	<p>Introduce children to different occupations and how they use transport to help them in their jobs. To understand where dinosaurs are now and begin to understand that they were alive a very long time ago. Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil. Materials: melting chocolate and introduce reversible changes. Compare their own environment of 'The Country' and the</p>	<p>Introduce the children to NASA and America. Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. Neil Armstrong, Tim Perks, Amy Johnson. 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. Understand some</p>	<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (floating/sinking). Mini-beasts - Making sense of different environments and habitats. Look at the life cycle of a frog and butterfly. Compare them to other minibeasts who look like their 'mummy' and 'daddy' when born. Look at the work of honey bees and learn about how honey is made. Discuss healthy eating and categorise food</p>

	<p>they similar/ different? <i>Begin to understand why maps are so important</i></p> <p>Talk about members of their immediate family and community. Understand the changes that take place when liquids are mixed together. Explore a variety of different smells.</p> <p>Can name and explore their 5 senses, explaining in simple terms what their 5 senses are.</p> <p>Introduce the children to Louis Braille and his important role towards helping the visually impaired to read. Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>Autumn - Change in living things - Changes in the leaves, weather and seasons. Harvest how crops are grown and then harvested for food. Understand some important processes/ changes that take place when making popcorn.</p>	<p>balloons need air to make them bigger. Begin to understand that blowing up a balloon involves blowing air particles from your lungs into the balloon and this air is 'let out' when you release the balloon go.</p>	<p>with her fruit. Materials: Compare the materials straw, sticks and bricks and discuss suitability for building a house and bridge. Understand push and pull as a force using the story 'The Enormous Turnip'. Grow a plant from seeds and begin to understand that plants need to have sunlight and water to survive. Name some of the parts of a plant - leaf, flower, stem and roots. Introduce the children to farm machinery and how it has changed over the years.</p>	<p>contrasting environment of the town. Look at the life cycle of a chicken and their role in the production of eggs we can eat. Compare farm animals to their babies. Learn their names and match them together. Washing long ago - look at differences and similarities.</p>	<p>important processes and changing states of matter (freezing, melting), Understand that not all materials are useful are waterproof. Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Bears long ago - look at differences and similarities. Use 'Goldilocks' to draw a map of her journey through the forest. Explore the taste of sweet and sour by trying different porridge toppings.</p>	<p>into healthy/unhealthy. <i>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Explore the world of pirates and learn some facts about Mary Read.</i></p>
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<p>RE Gloucestershire Scheme</p>	<p>Children in EYFS should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.</p>					
	<p>Why is the word 'God' so important to Christians? Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world Retell stories, talking about what they say about the world, God, human beings Think about the wonders of the natural world, expressing ideas and feelings Say how and when Christians like to thank their Creator Talk about what people do to mess up the world and what they do to look after it.</p> <p>Harvest Festival</p>	<p>Why is Christmas special for Christians? Talk about people who are special to them Say what makes their family and friends special to them Recall simply what happens at a traditional Christian festival (Christmas) Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus. Retell religious stories, making connections with personal experiences.</p> <p>Remembrance Day Christmas Diwali</p>	<p>Being special: where do we belong? Retell religious stories making connections with personal experiences. Share and record occasions when things have happened in their lives that made them feel special Recall simply what happens at a traditional Christian infant baptism and dedication Recall simply what happens when a baby is welcomed into a religion other than Christianity.</p> <p>Chinese New Year Shrove Tuesday / Ash Wednesday St David's Day</p>	<p>Why is Easter special for Christians? Recognise and retell stories connected with celebration of Easter Say why Easter is a special time for Christians Talk about ideas of new life in nature Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature Talk about some ways Christians remember these stories at Easter.</p> <p>Mother's Day Palm Sunday Easter</p>	<p>Which places are special and why? Talk about somewhere that is special to themselves, saying why Recognise that some religious people have places, which have special meaning for them. Talk about the things that are special and valued in a place of worship Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. Express a personal response to the natural world.</p>	<p>Which stories are special and why? Talk about some religious stories. Recognise some religious words, about God. Identify some of their own feelings in the stories they hear Identify a sacred text e.g. Bible, Torah. Talk about some of the things these stories teach believers e.g. what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc.</p> <p>Father's Day</p>
<p>Expressive Arts and Design Art and Design</p>	<p>Self-portraits, take picture of children's creations and record them explaining what they did.</p>	<p>Beginning to mix primary colours to make secondary. Paint rainbows. Drip paint balloons and splatter</p>	<p>After close observation, draw pictures of the natural world, including animals and plants.</p>	<p>Emergency vehicle. Children will be encouraged to design a class emergency vehicle. They will select</p>	<p>Design and make a class rocket. Design and make objects they may need in space, thinking about form and</p>	<p>Father's Day Crafts. Symmetrical butterflies Observational drawing of a spider focusing on</p>

	<p>Pop-Up- Puppets - Teach children different techniques for joining materials. Natural material collage, looking at the work of Andy Goldsworth. Join in with familiar songs. We will move in time to music and tap out a simple rhythm. We will perform our favourite nursery rhymes. We will learn and perform songs for the Christmas Show. We will follow units of work from Music Express.</p>	<p>firework pictures, looking at the work of Jackson Pollock. Fish Puppet – Design and make a moving fish using different techniques for joining materials. Clay diva lamps/salt dough Christmas baubles. Christmas decorations, cards, calendars. Design and make a pizza clown face, thinking about suitable food for the face features. Crayon and paint pictures.</p>	<p>Use different textures and materials to make houses for the three little pigs and bridges for the 'Three Billy Goats'. Making dragon masks, paper lanterns, Chinese writing, Chinese music and composition. Vegetable printing and vegetable collage. Design and make a healthy sandwich.</p>	<p>the tools and techniques they need to assemble materials that they are using. Mother's Day Crafts. Clay fossils. Easter decorations, baskets and cards. Make Easter chocolate egg nests,</p>	<p>function. Make porridge; discuss the irreversible changes that take place. Black and white abstract collage. Artwork themed around woodland animals, creating an owl using the dotty technique.</p>	<p>the shape and then finally adding shade. Make honey biscuits. Create a snail using the technique of Henry Matisse. Draw a spiral shape of a snail's shell, placing colours next to each other to create a vibrant effect: Simple sewing technique to create a simple pattern on a butterfly.</p>
<p>Expressive Arts and Design Music Express Music and Dance</p>	<p>We will move in time to music and tap out a simple rhythm. We will perform our favourite nursery rhymes. We will perform a firework dance. We will learn and perform dances and songs for the Christmas Show. We will follow Music Express plans for music.</p>		<p>We will move in time to music and tap out a simple rhythm. We will perform a selection of traditional nursery rhymes. We will also follow Music Express plans for music.</p>		<p>We will perform a selection of traditional nursery rhymes/songs to our grown-ups. We will learn songs and dances for our annual 'Music Festival'. We will also follow Music Express plans for music.</p>	
<p>Computing</p>	<p>Technology in school. Techlogy at home Talking postcards Human B-Bot</p>	<p>I Pads - paint</p>	<p>Use bee-bots on simple maps (gingerbread man's journey). Encourage the children to use navigational language. Video role-play of 'The Three Billy Goats Gruff'.</p>	<p>Remote Control Emergency Vehicles</p>	<p>Record pictures of melting ice</p>	<p>Use bee-bots on simple maps. Encourage the children to use navigational language</p>