



Rawdon St Peter's C of E Primary School



Love and Friendship



Honesty



Endurance



Thankfulness

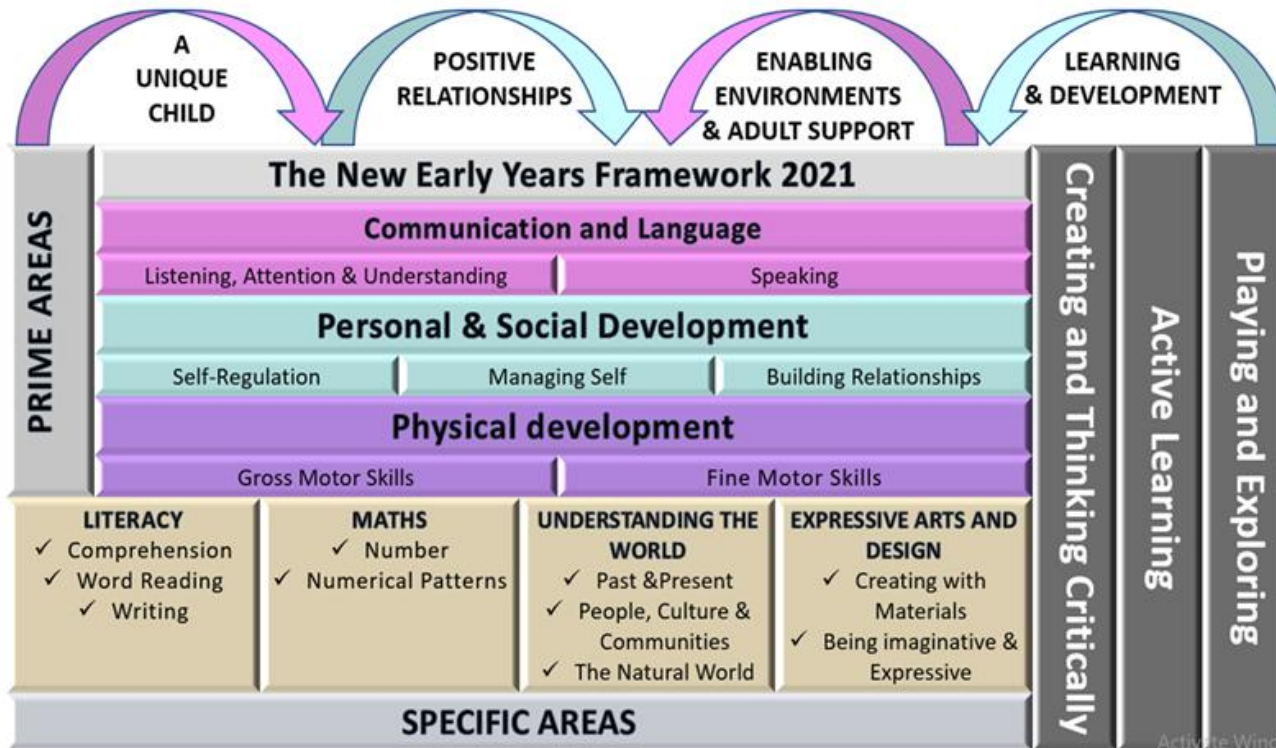


Fairness



Respect

Reception Long Term Plan



At Rawdon St Peter's we inspire, nurture and immerse ourselves in the world around us, exploring and embracing new opportunities. Our skilled staff creatively deliver an inclusive and thoughtfully crafted curriculum, underpinned by our Christian Values. We keep learning active, fun and provide experiences for our children which immerse them in all aspects of school life. Learning is language rich and provides challenge for all, allowing us to explore and embrace new opportunities. We create opportunities for deep thinking, collaboration and problem solving. It is through our child centred approach that we provide our pupils with the knowledge we know they will need as they grow with us, and help them deal with the complexities of the modern society and be ready for the wider world. We promote love and friendship, honesty, endurance, fairness, thankfulness and respect, preparing us for new situations and challenges that life can bring. As God taught us, we love ourselves, each other and welcome everyone, exploring cultures and beliefs together. We love together, learn together and grow together.

Long Term Plan – Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Dates and festivals	Rosh Hashanah, Sukkot	Bonfire Night, Guru Nanak's birthday, Remembrance Sunday, Diwali, Christmas, Hannukah		Mothering Sunday, Ramadam, Eid al fitr, Vesak, Easter, Pancake Day, Passover, St George's Day,		Eid-ul Adha
Theme	All About Me (My family and where I live) 	Celebrations 	Winter in Rawdon and beyond 	Once Upon a Time 	Earth and Space 	Minibeasts 
Experiences/Hooks/Visits	Spend a morning with owls in school (external visitor).	Visit from people who help us in the community including Reverend Rachel (external visitors).	Eco art (external visitor) Police and ambulance visit (external visitor) Nurse in the community visit (volunteer).	Bear paw prints in the classroom. Crime scene (3 Bears house). Planting seeds (Jack and the Beanstalk)	Wonder Dome (external visitor). Space Day	Looking after caterpillars, worms and tadpoles. 30 Days Wild School visit to Nell Bank.
Parental involvement	Phonic Evening	Parents Evening Nativity in the hall	Book Look	Parents Evening		Book Look Performance for parents in class

Prime Areas

Communication and Language

Communication and Language

Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, circle time,

The development of children's spoken language underpins all seven areas of learning and development. Children's **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively. **Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts**, will give children the opportunity to thrive. Through **conversation**, **story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary** and **language structures**. (Development Matters 2023)

Autumn 1

Listening, Attention and Understanding
Follow 1 step instructions.

Understand how to listen carefully through carpet

Autumn 2

Listening, Attention and Understanding
Follow 2 step instructions.

Spring 1

Listening, Attention and Understanding
Follow instructions involving more than two steps.

Spring 2

Listening, Attention and Understanding
Follow a story without pictures or prompts.

Summer 1

Listening, Attention and Understanding
Retell a familiar story using beginning, middle, end structures

Summer 2

Listening, Attention and Understanding
Listen attentively and respond to what they hear with relevant questions, comments and actions

Personal, Social and Emotional Development

Personal, Social and Emotional

Throughout the year children are also taught how to keep themselves safe whilst using technology. This is delivered through discrete teaching opportunities e.g. Online Safety Week but also through daily routines such as learning that teachers send and receive emails, using the walkie talkies safely and through child led conversation.

Children's personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life**

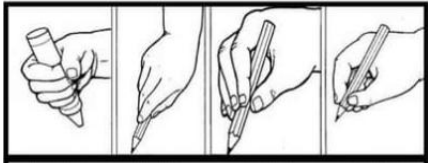
Love and Friendship	Thankfulness	Fairness	Honesty	Endurance	Respect
<u>Self-Regulation</u> Follow one step instructions. Learn about the zones of regulation. Recognise different emotions	<u>Self-Regulation</u> Follow two step instructions Talk about how I am feeling and consider others feelings (through zones of regulation). Have an awareness of behavioural expectations in and around school.	<u>Self-Regulation</u> Reinforce Zones of Regulation and develop vocabulary to describe emotions. Consider how our behaviour affects the way our friends feel and how this can impact our friendships.	<u>Self-Regulation</u> Begin to understand the ideas of justice and fairness through use of key values. Talk about how I have overcome challenges at home or at school.	<u>Self-Regulation</u> Help children to use strategies for staying calm when frustrated e.g. breathing deeply, finding a quiet space, counting to 10.	<u>Self-Regulation</u> Follow three step (or more) instructions. Learn ways to manage fear or excitement. Winning and/or losing; support children to manage their emotions. Transition into year 1; support children to understand how they feel about this experience.
<u>Managing Self</u> Learn to wash hands independently. Learn and follow new routines. Take responsibility for myself: tidying up, going to the toilet, putting on my coat.	<u>Managing Self</u> Create class rules together. Take responsibility for my own actions.	<u>Managing Self</u> Talk about how to keep myself healthy.	<u>Managing Self</u> Manage own basic needs independently, e.g. getting changed, zipping coat, changing into wellies and waterproofs with a growing independence.	<u>Managing Self</u> Begin to work with independence and develop a 'can do' attitude.	<u>Managing Self</u> Show resilience and perseverance if things don't go my way.
<u>Building Relationships</u> Seek support from adults when they need help with something. Begin to communicate about own home and community.	<u>Building Relationships</u> Gain confidence in speaking to peers and adults. Review the Kindness Charter as part of AB Week. Learn how to be supportive and respectful of one another.	<u>Building Relationships</u> Develop an awareness of wider school life and how we can build relationships with others through buddy work. Continue to support children with developing friendships through social groups.	<u>Building Relationships</u> Listen to the ideas of other children and agree on a solution and compromise.	<u>Building Relationships</u> Begin to communicate with adults around school. Prepare for Year 1 by attending Collective Worship.	<u>Building Relationships</u> Take part in new experiences, Sports Day, Transition Week. Maintain and extend relationships with new adults.

ELG Self-Regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

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.
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.

Physical Development

Physical Development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy, and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination, and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination, and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
	A multitude of activities supporting both fine and gross motor development will be planned for in both indoor and outdoor provision, on a daily basis. These will include cutting, weaving, mark making, painting, stamping, moulding, threading, tracing. Skill progression will differ depending on the child's individual stage of development. Fine motor skills also include dressing, eating and hygiene. Children will be taught and encouraged to fasten their own buttons, laces, and zips. There will be multiple opportunities to run, climb, jump, build, throw and catch whilst exploring a variety of ways to move. Outside, children will be able to assess and manage risk as they climb, balance, and move in different ways through a variety of obstacles. Children will be provided with resources so they can practise skills they have learnt during PE lessons too. Activities will be both child initiated and adult directed. Other interventions, such as Dough Disco, will be planned and delivered whilst children's pencil grip will be monitored and supported throughout, at their own appropriate level.					
	Throughout the year children will be provided with multiple opportunities which will strengthen some of the key stages of physical development. These are not confined to certain points in the year but are in line with the children's next steps.					
	Gross Motor	Shoulder to elbow for mark making. Move round a space safely, moving by running, walking, marching. Climb on large pieces of equipment, with support. Pedal a tricycle or three-wheeled scooter. Develop core skills to enable sitting for 5 minutes.	Elbow to wrist movements for mark making. Begin to control objects such as balls and bean bags. Move in an increasing range of ways – crawl, slither, bunny hop, skip. Show increasing balance, core strength, agility and coordination when using large apparatus including outside. Core skills enable sitting for 10 minutes.	Wrist to hand for mark making. Show increasing control over bats, balls, beanbags etc. Move confidently in a range of ways showing good spatial awareness and agility. Use apparatus including outdoor provision large construction and climbing equipment with confidence and coordination. Jump appropriately when landing. Sit for 15 minutes using core muscles.	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.	
	Fine Motor	Shoulder Pivot <i>Children will learn to support reach, grasp and walk using muscles in their pelvis, back,</i>	Elbow Pivot <i>Children will be able to use movement further down their arm.</i>	Wrist Pivot <i>Now that arm muscles and the sense of balance has developed</i>	Fine Motor Strength <i>Children need to develop their fine motor skills. This means muscles in their hands can strengthen.</i>	Pencil Grip Development - Pencil grip – hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. - Use a small range of tools, including scissors, paint brushes and cutlery.

		<i>shoulders, arms and neck.</i> Painting with mops, digging, painting in big spaces, seeping, pushing large objects, scooter play. Mark make and draw on a large scale. Begin to develop a good scissor hold and make snips in paper or card.	Use large and medium mark making tools and begin to develop an effective grip on these. Chalking on the floor, water and sand play, hammering objects, creating large patterns, climbing and pulling, ribbon twirling and writing in the air.	<i>smaller ranges of movement can begin.</i> Threading, sewing, lacing pictures, water and sand play. Draw on a smaller area with more control and pictures are beginning to be recognisable. Hold scissors correctly and begin to cut more accurately.	Use smaller mark making tools with an effective grip. Use tools effectively to effect changes to materials in scissors, glue, split pins, stapler etc. Draw on a smaller area creating pictures that are identifiable and increasing in accuracy. Use materials to collage including beads, sequins and smaller objects. Form letters in name correctly and other letters taught. Washing lines and pegs, dressing and undressing toys and their clothes, using cutlery, peg boards, malleable materials, tweezers.	Begin to show accuracy and care when drawing. 
ELG Gross Motor - 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.						
ELG Fine Motor - 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.						

Specific Areas						
Literacy						
	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).					
	<u>Comprehension</u> Look at a book, hold it the correct way up and turn pages. Understand that words are read from left to right. Join in with rhymes and stories with repeated refrains.	<u>Comprehension</u> Engage and enjoy an increasing range of books. Listen carefully to stories and be able to answer simple questions about what they have heard.	<u>Comprehension</u> Talk about character and setting in books that they are reading. Listen to stories, retell them and draw or create story maps to support retelling	<u>Comprehension</u> Listen carefully to an increasing range of stories and answer questions (who, why, how) about settings and characters feelings. Use vocabulary and forms of speech that are increasingly	<u>Comprehension</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently	<u>Comprehension</u> Anticipate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.

	Number Use familiar stories through the use of pictures. Retell the story through use of these pictures. When subitising, children can say how many there are in a small group of objects by ‘just seeing’ and knowing straightaway without needing to count. Subitise auditory patterns to 3 Subitise to 4	Number Experience a familiar story using pictures – use vocabulary beginning, middle and end. Composition Identify the ‘whole’ when shown 1 part of a familiar object. Begin to make up own stories using role play. Identify that the parts are still visible when they are assembled to make the whole	Number Recently learned vocabulary to act out familiar stories. Recognise the numerals 1–5 Begin to develop their conceptual subitising skills with linear and paired arrangements of up to 5 dots Match arrangements of 3, 4 and 5 dots to the correct numerals. Read simple phrases and sentences containing words that are phonetically decodable. Use die patterns to play track games Recognise some taught Composition words. Show numbers to 5 using their fingers Hear and say the initial sound of words and start to segment the sound into word and blend the two together.	Number Guided by experiences books. 6/7/8 Talk about and predict the end of a story, what might happen next and compare making guesses to the real ending. Orally develop own stories with a beginning, middle and end and describe it as ‘5 and 2 more’. Word Reading Begin that break the flow of speech in different ways Read simple phrases and sentences made up of understanding of the letter position of 7. correspondences and Phase 2 harder to read and spell words Sort the Numberblocks using the criteria ‘odd and even’.	Number Introduced vocabulary. 9 and 10 Answer questions about what they have Visualise, make and describe spatial arrangements of 6. Practise subitising to 6 Make and describe Word Reading of 6. Know all phase 2 and some phase 3 phonemes and digraphs. Composition CVCVC and identify a missing part of 5. phonics knowledge and identify when a set of use this to read simple objects has 5/NOT 5 Identify that 6 can be composed of 5 and 1, and 7 can be composed of 5 and 2.	Number Own stories based on language from familiar Teen focus books. Assessment of the Early Learning Goals this final half term Subitising Assess subitising to 5 (ELG) Composition Assess automatic recall of say a sound for each letter in the alphabet and at least 10 digraphs. Assess subtraction facts to 5 (ELG) Read 5 words consistent with their phonic knowledge by sound blending. Continue to teach number sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Assess understanding of numbers to 10 including the composition of each number (ELG) Apply skills they have to develop a tripod grip, writing activities. Writing opportunities are pitched to represent numbers 6 – 9
	Word Reading Make and describe spatial patterns with dots (10 phonemes from Phase 2). Present quantities on their fingers in different ways Begin to segment and blend VC Identify sub-groups of 1,2 and 3 words. Recognise 5 phase 2 harder to read and spell words. Composition Zero the Hero Learn that 2 is made of 1 and ‘another 1’	Word Reading Investigate most initial sets of 2 and 3 Begin to segment and blend CVC words compose and decompose 4 and 5 (Number bonds) Recognise 10 harder to read and spell words. Explain that different parts can make the same whole. Use own number tracks to support their learning.				
The opportunities below are delivered through small group Identify when a collection is inside and outside, linking to children’s interests and themes composed of 3 objects or not and, above all, be encouraged to develop a confidence towards mark making and writing activities. Writing opportunities are pitched appropriately for children of different abilities, ensuring challenge while allowing children to achieve their own success						
	Writing See that 4 can be made of four 1s Talking about and describing the marks Begin to recognise Numicon 1-4. Begin to use 5 in track wise movements and retrace vertical lines Write letters from their name. Begin to write initial sounds of words they want to write.	Writing Writing initial and final sounds in a word Writing CVC words using sounds learned. Write phase 2 tricky words	Writing Match die representations of numbers 1–6 to representations of fingers CVC words. See that 12 can be made of 10 and 2 Make plausible attempts at words in meaningful contexts. We will start to use whole part models. Begin to use + and =	Writing – when on the ‘writing line’ make plausible attempts at writing words. Write simple phrases and begin to write sentences in meaningful contexts using their increasing phonic knowledge.	Writing as ‘5 and a 1’. Form most letters correctly with a good pencil grip. Order towers of cubes or number plates from 1–10 on a class number track. Create written text to communicate what the numbers are before or after 5 on the number track Begin to understand the rules for simple linear track	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.
Handwriting	Dots, straight lines, crosses, circles, waves, loops and bridges, joined straight lines, angled patterns, eights, spirals, left to right, patterns		Ladder Letters: l,i,u,t,j,y One armed robot letters: r,b,n,h,m,k,p	Zig-zag monster letter game z,v,w,x	Consolidation Bonds to 5 and extend to 10.	Consolidation
	Curly caterpillar letters: c,a,d,o,s,g,o,c,f					

Literacy	Phonics - Essential Letters and Sounds	Developing children's auditory memory to support blending. Developing children's phonological awareness. Phase 2 decodable books using the following: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, ss, h, b, f, ff, l, ll l, the, no, put of, is, to, go, into, pull, as, his	Phase 2 & 3 decodable books using the following: j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, -es He, she, buses, we, me, be, push, was, her, my, you	Phase 2 & 3 decodable books using the following: ar, ur, oo, ear, air or, ure, er, oa They, all, are, ball, tall, when, what	Review Said, so, have, were, out, like, some, come, there, little, one, do, children, love	Phase 4 CVCC -ed, -est. Review harder to read and spell words	Phase 5 decodable books using the following: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i,e, o-e, u-e, c. Oh, there, -le, people, Mr, Mrs, your, ask, should, would, could, asked, house, mouse, water, want, very
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.							
ELG Word Reading - Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.							
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.							

Mathematics						
Mathematics	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.					
	Numerical Patterns <u>Counting, cardinality and ordinality</u> Counting songs and rhymes Experience counting sounds Children will see that the last number in the count tells us 'how many altogether' (cardinality). Practise counting each object, action or sound once and only once. <u>Comparison</u> Represent a given number on their fingers without looking	Numerical Patterns <u>Counting, cardinality and ordinality</u> Practise counting each object, action or sound once Hear and join in with the counting sequence to 5, extended to 10 throughout the half term Say and make numbers to 5 on their fingers. Begin to represent quantities to 10 Begin to recognise numerals to 5 Make collections of 5 in different ways. Begin to understand that the 'stopping number' tells us how many we need altogether	Numerical Patterns <u>Counting, cardinality and ordinality</u> Recognise numerals 1–5 Order numbers from 1–5. Match numerals to quantities in order Help to build towers in order from 1–5 squares 1 more Counting beyond 10 <u>Comparison</u> Use 'more than' and 'fewer than' to describe quantities	Numerical Patterns <u>Counting, cardinality and ordinality</u> Practise counting aloud Use generalised statements to describe the '5 and a bit' composition of the numbers 6–10 Investigate the '1 more/1 less' pattern of the base-10 counting system Work together to order numbers between 1 and 10, noticing the '5 and a bit' structure. <u>Comparison</u>	Numerical Patterns <u>Counting, cardinality and ordinality</u> Counting aloud beyond 20 Begin to count in steps of 10 Count things that cannot be seen – sounds Practise strategies for counting larger sets. Make or represent own collections of larger amounts.	Numerical Patterns <u>Counting, cardinality and ordinality</u> Recap on odd and even numbers. Begin to count in steps of 2. Assess odd and even numbers within 10 (ELG) Look at how amounts can be distributed equally (ELG) Assess counting beyond 20. Are the children able to recognise the pattern of the counting system? (ELG) <u>Comparison</u>

	Compare 2 sets of objects and say which is 'more than' or 'fewer than'. Use of pictures and objects to 5 Shape and Space How could we sort the buttons? Initial shape and pattern assessments Look at each 2D shape as number of the week is introduced. Circle (1side) Semi circle (2) triangle(3) rectangle and square (4) Pattern Talk about patterns in the environment Repeating patterns – AB, ABB Measures Order of the day – time (visual timetable) Compare and order by size (Funnybones)	Develop their understanding of equal amounts. Begin to understand that when a set of objects is rearranged, its quantity remains the same. <u>Comparison</u> Revisit more and fewer by looking and comparing The children will also begin to look at 1 more and 1 fewer. Compare groups of up to 3 objects by matching them 1:1 Say when there is an equal number, too many or not enough. The children will begin to put numbers to 5/10 in order and choose 4 random numbers to put in order. Shape and Space Spotting 2D shapes in the environment. Shape check in books 2D space rocket pictures Introduce pentagon, hexagon and octagon Pattern Bonfire repeating patterns Measures Explore and Comparing <u>Capacity</u> Begin with full and empty and extend by introducing nearly full, nearly empty and half full. <u>Time</u>- Learning the months of the year. Look at birthdays.	Know that it is quantity – not colour or size – that determines if 1 set has more or fewer of the same type of object than another. Use the words 'an equal number' to say when there is the same number of items in 2 sets Say when they can see an equal number. Begin to understand doubles to 3+3 Begin to understand odd and even numbers to 6. Focus on pairs. Ordinal numbers to 5. Shape and Space Combine shapes to make new ones Understand that shapes can be decomposed into smaller ones within them Begin to use positional vocabulary- in front, beside, above, below, behind etc Pattern Notice and correct an error in a simple pattern Measures Time- Days of the week	Subitise arrangements of 6 and NOT 6 Order Numberblock images to 8. Represent 8 as '5 and 3 more' Explain how to order quantities to 10 Reason about which numbers are 'more than' others. Shape and Space Begin to talk about common 3D shapes using mathematical vocabulary. Which shapes stack and which roll? Name 3D shapes Pattern Copy and continue a more complex pattern ABC, ABBC Measures Length- using vocabulary- long, longer, longest, short, shorter, shortest. Begin to measure the length of objects using non standard measures Money Recognise and describe coins to 10p. Make 5p in different ways.	Practise counting on from a given number Shape and Space Sorting 2D and 3D shapes Halving 2D shapes Pattern Create a more complex pattern. Notice and correct an error in a more complex pattern Measures Compare mass Use language of heavy, heavier, heaviest, light, lighter and lightest. Find a balance	Assess knowledge of quantities within 10 in different contexts. Can the children say which is more/less/the same? (ELG) Shape and Space Assess naming and describing 2D shapes Assess naming and describing 3D shapes Pattern Assess patterns using 2/3 shapes. Are the children able to copy, continue and make their own patterns? Look at tessellation. Measures Time Recap on time vocabulary- before, after, yesterday, tomorrow Learn that there are 60 seconds in a minute. What can the children do in a minute? Begin to recognise o'clock times
	Throughout the year we will progress through the 6 areas of Mathematics in EYFS. Each time we revisit an area, we will recap and extend. Ongoing throughout the year- comparison of number and measures, money, measuring time and shape/pattern spotting					

ELG Number - Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG Numerical Patterns - Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

Understanding the World	Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	<u>Past and Present</u> Identify how I have changed since I was a baby.	<u>Past and Present</u> Talk about the lives of people around me. Understand how Christmas was celebrated in the past.	<u>Past and Present</u> Introduction to the Layton family and the history of our school.	<u>Past and Present</u> Understand the past through settings, characters and events encountered in books read in class and storytelling (Traditional tales). Comparing old and new bears. How have they changed?	<u>Past and Present</u> Know that the moon landing was a huge event and why. Talk about changes on Earth-climate change.	<u>Past and Present</u> Talk about differences and similarities of myself, then and now using photographs. Talk about how my likes/dislikes have changed as well as my physical appearance.
	<u>People, Culture & Communities</u> Talk about own lives, my family, my school, my world during carpet sessions and 1 to 1. Recognise similarities between myself and my peers. Know the name of the village or town where I live. Links to cultural events – Rosh Hashanah, Sukkot	<u>People, Culture & Communities</u> Identify different celebrations of different cultures Know the Christmas story and how different families celebrate Christmas. Links to cultural events – Bonfire Night, Remembrance Sunday, Diwali, Christmas, Hannukah.	<u>People, Culture & Communities</u> Lunar New Year - How is it different to our new year? Talk about local landmarks (through use of local maps). Know that symbols are used to identify features on a map and understand some simple symbols.	<u>People, Culture & Communities</u> Know that Christians celebrate Easter. Links to cultural events – Ramadam, Eid al fitr, Easter, Pancake Day, Mothering Sunday, St George's Day, Passover, Vesak.	<u>People, Culture & Communities</u> Find out about Neil Armstrong and the first moon landing. Links to cultural events/celebrations – Father's Day.	<u>People, Culture & Communities</u> Talk about life events: moving house or going on holiday. Links to cultural events - Eid-ul Adha,
	<u>The Natural World</u> Describe what I can see, hear, feel, smell, taste when I am outside. Identify and recognise signs of autumn. Know features of my own immediate environment.		<u>The Natural World</u> Identify and recognise signs of winter. Changing states -ice to water-ice	<u>The Natural World</u> Identify and recognise signs of spring. Observe, identify and discuss changes of bean plants as they grow.	<u>The Natural World</u> Know there is a world beyond Earth.	<u>The Natural World</u> Identify and recognise signs of summer. Know and compare habitats of minibeasts.

	Changing states – baking birthday buns.	Sort clothing into winter and summer items.		Begin to understand the effects of gravity (or lack of) in space. Talk about natural events on Earth (climate change).	Observe and begin to understand the life cycle of butterflies and frogs.
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.					
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.					
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 states of matter					

Expressive Arts and Design

Expressive Arts and Design

This area of learning is promoted daily through a variation of activities, including painting, 3D modelling, messy play, collage, cutting, sculptures, threading, drama, role play, moving to music, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.

The development of children's artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

Creating with Materials	Drawing: Identify features of themselves and when drawing a self-portrait (enclosing lines): do they draw definite features? Painting: using colours effectively to paint a self portrait. Sculpture: learn and embed beginning Dough Disco techniques. Through activities in provision, develop fine motor skills through cutting, sticking, placing, messy play, pouring, filling, colouring, drawing, threading, sculpting.	Drawing: Observational drawings of autumnal objects exploring colours. Painting: Explore colour mixing primary to secondary using a colour wheel. Collage: Christmas tree collage card. Baking: Create a class birthday cake or buns for birthday week. Printing: print using various tools to create a new shape. (Christmas wrapping paper). Through activities in provision, develop fine motor skills through cutting, sticking, placing, messy play, purging, filling, colouring, drawing, threading, sculpting.	Drawing: Draw what you would wear on a winter day and a summer day. Painting: Colour mixing (tones) make the blue paint lighter to create a frosty scene. Collage: Create your own bear hunt map with materials. Printing: Animal footprints Scissor Skills: Create a Chinese lantern for Lunar New Year. Through activities in provision, develop fine motor skills through cutting, sticking, placing, messy play, purging, filling, colouring, drawing, threading, sculpting.	Drawing: Observational drawings of spring plants adding specific details and colour. Painting: use powder paint effectively, learning how to mix it, commenting on the different outcomes. Baking: Gingerbread Man or oat biscuits. Construction: Billy goat bridges, Little Pig Houses. Through activities in provision, develop fine motor skills through cutting, sticking, placing, messy play, purging, filling, colouring, drawing, threading, sculpting.	Painting: Explore different textures through adding items to paint (e.g. shaving foam, sand) Sculpture: Create a space diorama using papier mache. Collage: Discuss colour and tone linked to contrasting environments and create 'Hot and Cold' collages. Through activities in provision, develop fine motor skills through cutting, sticking, placing, messy play, purging, filling, colouring, drawing, threading, sculpting.	Drawing: Complete a self-portrait and compare to the start of the year. Sculpture: Create 3d models of minibeasts from clay. Construction: Design, discuss and construct habitats using small and large construction and art tools. Structures: Create minibeast habitats. Through activities in provision, develop fine motor skills through cutting, sticking, placing, messy play, purging, filling, colouring, drawing, threading, sculpting.
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Rehearse nursery rhymes taught in Nursery to sustain fluency.

Introduce new poems

	Being Imaginative and Expressive	Drama: Act out the story of Owl Babies. Music: Take part in songs about autumn and Harvest. Role play – home corner. Music – Singing nursery rhymes Dance – Dough disco	Drama: Learn lines and perform the story of Christmas for the Nativity. Music: Learning songs and actions for Nativity. Role play – Become an elf in the ‘Elf Workshop’. Music – Nativity songs and Christmas singing Dance – movement to music – Nativity and Christmas songs. Christmas party freestyle dance	Drama: Act out We’re Going on a Bear Hunt. Role play: People who help us Music: Play percussion instruments along to Michael Rosen performing We’re Going on a Bear Hunt. Listen to the music and draw what it makes you think about or feel.	Drama Hot seat the wolf (LRRH) Hot seat Jack (Jack and the Beanstalk) Act out traditional tales in small groups Role play: Minibeast research centre. Music: Learning traditional tales songs. Exploring instruments to use alongside. Dance: Move in time to music.	Drama: Space Day. Dress up and become a space person for the day. How will you act, what will you say? Music: Listen and share ideas on sounds heard in Baboon on the Moon. Role play: Space centre	Drama/role play: act out the story of The Very Hungry Caterpillar. Music: Learn and perform (for parents) minibeast songs. Join in with whole school singing assemblies.
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.							
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.							

Religious Education						
This area of learning is taught through a scheme developed by Penine Learning. The scheme ensures the children are getting full coverage of the RE syllabus Penine Learning regularly update the scheme to keep abreast of any changes and offer extra units such as Christmas units to develop the children's knowledge further. It also ensures most faiths are taught but still with a focus around Christianity. The way we plan it at school ensures each term the children are getting a mix of faiths.	E4 Who belongs in my family and community?	E5 How do people celebrate special times? Autumn	E1 Which places are special to members of our community?	E5 How do people celebrate special times? Spring	E6 How do we understand and care for the world?	E3 Who cares for me and how do I help others?