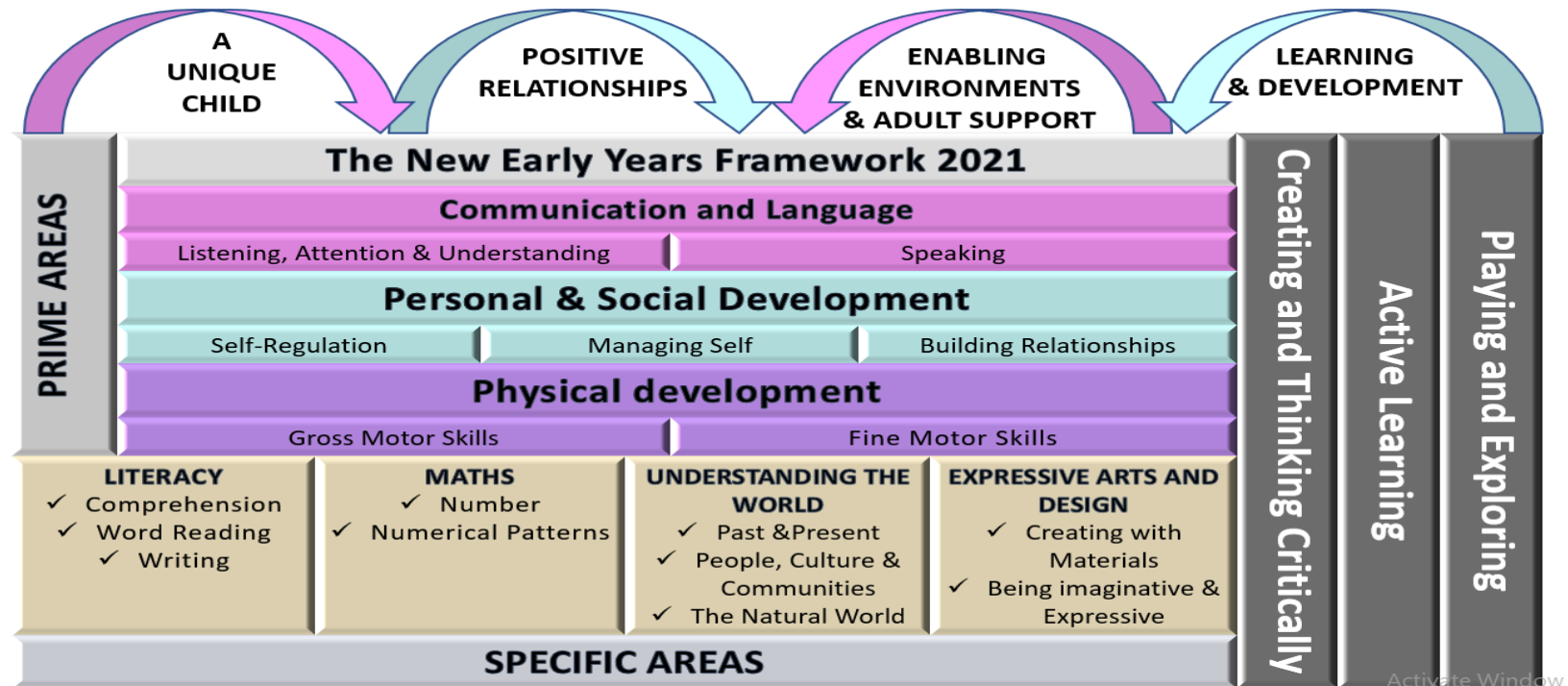




# FS2 Long Term Plan



FS2 long term plan 2023 -2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>General Themes</p> <p><b>NB: <i>These themes may be adapted at various points to allow for children's interests</i></b></p>	<p><b>Who am I!</b></p> <p>Starting school / my new class New Beginnings My family -focus /relationships/feelings What am I good at? Seasons and weather Community</p>	<p><b>Where do I live!</b></p> <p>Home and local community Simple maps Local environment Materials to make a house</p>	<p><b>Can we live on the moon?</b></p> <p>Planets Where is space? Rockets and astronauts Light and dark Shadows</p>	<p><b>What happens down on the farm?</b></p> <p>What is a farm for? Weather / seasons Mini beasts Lifecycles</p>	<p><b>Are plants alive?</b></p> <p>Plants &amp; Flowers Weather / seasons Planting beans/seeds</p>	<p><b>What is it like to live in Africa?</b></p> <p>African art and music Where is Africa? Simple maps Similarities and difference Healthy eating Animals – patterns, names, types</p>
<p><b>High quality Texts</b></p>	<p><i>Great big book of families</i> <i>Lulu's first day</i> <i>Smeds and the Smoos</i> <i>The colour monster</i></p>	<p><i>We're going to find a monster.</i> <i>We're going on a bear hunt.</i> <i>Naughty Bus</i> <i>Gruffalo</i></p>	<p><i>Owl babies</i> <i>How to catch a star</i> <i>The night dragon</i> <i>Goodnight moon</i></p>	<p><i>Farmer duck</i> <i>Rosie's walk</i> <i>Six dinner Sid</i> <i>The very hungry caterpillar</i></p>	<p><i>Jaspers beanstalk</i> <i>Jack and the beanstalk</i> <i>Olivers vegetables</i> <i>The tiny seed</i></p>	<p><i>Handa's Hen</i> <i>Rumble in the jungle</i> <i>We're ging on a lion hunt</i> <i>We all went on safari</i> <i>Meerkat mail</i></p>
<p><b>Richard Bonington key focus</b></p>	<p>Resilience</p>	<p>Independent Enquiry</p>	<p>Teamwork</p>	<p>Creative thinking</p>	<p>Reflection</p>	<p>Resilience Independent enquiry Teamwork Creative thinking Reflection</p>

## FS2 long term plan 2023 -2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	<b>Who am I?</b>	<b>Where do I live?</b>	<b>Can we live on the moon?</b>	<b>What happens down on the farm?</b>	<b>Are plants alive?</b>	<b>What is it like to live in Africa?</b>
Characteristics of Effective learning	<p><b>Characteristics of Effective Learning</b>                      The characteristics of effective learning are the skills needed to help children learn how to learn. We ensure that they are woven through our curriculum and plan our environment to meet the needs of all children.</p> <p><b>Playing and exploring:</b> - 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><b>Active learning:</b> - 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><b>Creating and thinking critically:</b> - 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>The characteristics of effective learning are the skills needed to help children learn how to learn. We ensure that they are woven through our curriculum and plan our environment to meet the needs of all children.</p> <p><b>A Unique Child</b>                      The diversity of individuals and communities are respected and valued. We foster an inclusive practice.                      We understand that our youngest children are vulnerable. Their safety, wellbeing, both physically and mentally comes before anything else. If their wellbeing is in place, they are ready to learn. All children develop in individual ways and at different rates. We understand that all areas of development have equal importance and approach our practice holistically.</p>					
Over Arching Principles	<p><b>Positive Relationships</b></p> <p>Establishing trusting relationships with our children and their families helps understand what our children need to do next on their developmental path. It helps us prepare them for their transition into KS1 and enable them to tackle challenges they may face. We have an 'open door' policy.</p> <p>As we build relationships with children it enables us to develop a picture of what they like and what motivates them. This ensures that we can plan and create opportunities which children enjoy and engage in.</p> <p><b>Learning and development</b></p> <p>All children are entitled to high quality learning and teaching. This prepares them, not just for their future educational journey at Tollerton but for life as well. Through play, children learn at their highest level. We ensure that children have extended periods to engage in play with their peers. Children's needs are identified early and we work with their interests in mind so that they can progress in all seven areas of learning and development. Different aspects of early learning require different approaches. Maths and phonics are taught sequentially where a solid understanding is required before moving on. Other areas of the curriculum are taught more holistically where children have the opportunity to build on knowledge they know.</p> <p>As children learn best through physical and mental challenge, we encourage active learning where possible. We provide opportunities for children to play with ideas in different situations, using various resources.</p>					

## FS2 long term plan 2023 -2024

	<p><b>Enabling environments with teaching and support from adults</b></p> <p>Children's happiness and enjoyment is our priority. We start with the child when we plan. We observe, assess and plan experiences and challenges that are achievable. We call it the wheel of assessment. Our environment supports children's learning and development through carefully considered safe spaces which encourages them to explore with confidence.</p> <p>We support every child through adult led and adult supported and child - initiated activities. We value each form of teaching with the same importance.</p> <p>Where possible we make links with our community and partnerships with individuals and settings. We believe that making a positive contribution to society from a young age will embed values as the children grow.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	<b>Who am I?</b>	<b>Where do I live?</b>	<b>Can we live on the moon?</b>	<b>What happens down on the farm?</b>	<b>Are plants alive?</b>	<b>What is it like to live in Africa?</b>
British Values	<p><b>Mutual respect</b></p> <p>We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p>	<p><b>Mutual Tolerance</b></p> <p>Everyone is valued, all cultures are celebrated, and we all share and respect the opinions of others.</p> <p>Mutual tolerance of those with different faiths and beliefs and for those without faith.</p> <p>Done through celebrations</p>	<p><b>Rule of law</b></p> <p>We all know that we have rules at school that we must follow.</p> <p>We know who to talk to if we do not feel safe.</p> <p>We know right from wrong.</p> <p>We recognise that we are accountable for our actions.</p> <p>We must work together as a team when it is necessary.</p> <p>Class rules</p>	<p><b>Individual liberty</b></p> <p>We all have the right to have our own views.</p> <p>We are all respected as individuals.</p> <p>We feel safe to have a go at new activities.</p> <p>We understand and celebrate the fact that everyone is different.</p>	<p><b>Democracy</b></p> <p>We all have the right to be listened to.</p> <p>We respect everyone and we value their different ideas and opinions.</p> <p>We can play with who we want to play with.</p> <p>We listen with intrigue and value and respect the opinions of others.</p>	<p><b>Recap all British Values</b></p> <p>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.</p> <p>Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>

## FS2 long term plan 2023 -2024

<b>Assessment opportunities</b>	In-house - Baseline data on entry National Baseline data by end of term Phonics assessments EYFS team meetings Parents evening info	On going assessments Pupil progress meetings EYFS team meetings In house moderation EQT triangulation End of term Assessments Phonics assessments	GLD Projections for EQT Cluster moderation EYFS team meetings	Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments Phonics assessments	EQT moderation EYFS team meetings	Pupil progress meetings Reports Phonics assessments EYFS team meetings EQT data
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## Diversity Texts to be read throughout the year during story time sessions

<b>BAME main characters</b> So much Astro Girl Baby goes to market Mommy saying Full, full full of love 15 things not to do with a puppy Jabari jumps Izzy gizmo Little people big dreams books	<b>Cultural diversity</b> The big book of families Maisie's scrapbook Hats of faith The jasmine sneeze Golden domes and silver lanterns	<b>Neurodiversity</b> We're all wonders Perfectly Norman Incredible you I see things differently Mr Gorski I think I have the wiggle fidgets Because What makes me a me?	<b>Physical disabilities</b> Its ok to be different When Charlie met Emma Only one you Don't call me special Happy to be me Millie gets her super ears	<b>Different families</b> My pirate mums Mt two grandads The girl with two dads We are family More people to love me Our class is a family Love makes a family Heather has two mummies
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FS2 long term plan 2023 -2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	<b>Who am I?</b>	<b>Where do I live?</b>	<b>Can we live on the moon?</b>	<b>What happens down on the farm?</b>	<b>Are plants alive?</b>	<b>What is it like to live in Africa?</b>
Communication and Language	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> 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 <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children’s language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</p>					
<p>Whole EYFS Focus – C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech, and language interventions and EYFS productions.</p> <p><b>Daily story time using high quality texts</b></p>	<p>Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? About family routines and special occasions Show an interest in the lives of other people Follow instructions (settling in, putting my things away) Develop vocabulary Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”</p>	<p>Discovering Passions Tell me a story – Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary.</p>	<p>Using language well Ask’s how and why questions... Retell a story with story language Remember key points from a story Ask questions to find out more and to check they understand what has been said to them. I can describe events Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems &amp; songs.</p>	<p>Reciting poems and songs I can listen to and engage in and talk about selected non fiction I can articulate my ideas and thoughts into well-formed sentences I ask questions to find out more I can describe events in some detail: farm trip, life cycles.</p>	<p>I can learn and recite, poems and songs: Rhyme of the week I can listen to, engage in and talk about non-fiction Using the iPad to take a photograph I can describe events in some detail: farm trip, frog life cycle I can talk about similarities and differences between things in the past and now</p>	<p>I can learn and recite, poems and songs: Rhyme of the week I can talk about the experiences I have had at different points in the school year (end of year video) I can describe events in some detail: farm trip, frog life cycle</p>

FS2 long term plan 2023 -2024

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General Themes	Who am I?	Where do I live?	Can we live on the moon?	What happens down on the farm?	Are plants alive?	What is it like to live in Africa?
Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b> . Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b> . Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b> , 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 <b>children can achieve at school and in later life</b> .					
Managing Self Making relationships Self-regulation  RSHE taught through SCARF	<u>Me and my relationship</u>  All about me What makes me special Me and my special people Who can help me? My feelings	<u>Valuing difference</u>  All about me What makes me special Me and my special people Who can help me? My feelings	<u>Keeping safe</u>  What's safe to go in my body Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep us safe	<u>Rights and Respect</u>  Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for your world Looking after money	<u>Being my best</u>  Bouncing back when things go wrong Yes, <u>I can!</u> Healthy eating My healthy mind Move your body A good nights sleep	<u>Growing and changing</u>  Seasons Life stages – plants, animals and humans Life stages – who will I be? Where do babies come from? Getting bigger Me and my body – girls and boys
	<p><b>Early learning Goals:</b> Show an understanding of their own feelings and those of others and begin to <b>regulate their behaviour accordingly</b>. Set and work towards simple goals, being able to wait for what they want and <b>control their immediate impulses when appropriate</b>. Give <b>focused attention to what the teacher says</b>, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>* <b>Controlling own feelings and behaviours</b> *<b>Applying personalised strategies to return to a state of calm</b> *<b>Being able to curb impulsive behaviours</b> *<b>Being able to concentrate on a task</b> *<b>Being able to ignore distractions</b> *<b>Behaving in ways that are pro-social</b> *<b>Planning</b> *<b>Thinking before acting</b> *<b>Delaying gratification</b> * <b>Persisting in the face of difficulty</b>.</p>					

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General Themes	Who am I?	Where do I live?	Can we live on the moon?	What happens down on the farm?	Are plants alive?	What is it like to live in Africa?
<b>Physical development</b>	Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> 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 <b>core strength, stability, balance, spatial awareness</b> , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . 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 <b>proficiency, control and confidence</b> .					
<p>Fine motor</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><b>Daily opportunities for Fine Motor Activities</b></p>	<p>Threading, cutting, weaving, playdough, Draw lines and circles using gross motor movements.</p> <p>Fine Motor activities. Manipulate objects with good fine motor skills.</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Pencil Grip</p> <p>Taking shoes off and on</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand</p> <p>Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely.</p> <p>Holding Small Items / Button Clothing / zips</p> <p>Cutting with Scissors</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed</p> <p>Build things with smaller linking blocks, such as Duplo or Lego</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Develop pencil grip and letter formation continually</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors /</p> <p>Start to cut along a curved line, like a circle</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Form letters correctly</p> <p>Cut a shape out using scissors</p> <p>Begin to draw diagonal lines, like in a triangle /</p> <p>Start to colour inside the lines of a picture</p> <p>Draw pictures that are recognisable</p>
Gross motor	<p><b>Fundamentals Unit 1</b></p> <p>Moving with control, balance &amp; coordination</p> <p><b>Fundamental Skills for Dance</b></p> <p>Gross Motor Movements, developing control, lines, circles, humps, travelling, copying and performing actions, balance</p>	<p><b>Fundamentals Unit 2</b></p> <p>Hopping, galloping, skipping, sliding, jumping, changing direction, balancing running</p> <p><b>Fundamental Skills for Dance</b></p> <p>Gross Motor Movements, developing control, lines, circles, humps, travelling, copying and performing actions, balance</p>	<p><b>Gymnastics</b></p> <p>Shapes, travel, rolls, jumps &amp; balance; including apparatus</p> <p><b>Ball Skills</b></p> <p>Aiming, batting, throwing, catching, rolling, kicking, bouncing</p>	<p><b>Gymnastics</b></p> <p>Shapes, travel, rolls, jumps &amp; balance; including apparatus</p> <p><b>Ball Skills</b></p> <p>Kicking, passing, throwing, catching, passing, aiming, dribbling</p>	<p><b>Fundamentals for Games</b></p> <p>Running, balancing, changing direction, striking a ball, throwing, running, striking a ball</p> <p><b>Fundamentals for Athletics</b></p> <p>Throwing, aiming, running, skipping, hopping, jumping in a straight line &amp; using obstacles</p>	<p><b>Fundamentals for Games</b></p> <p>Running, balancing, changing direction, striking a ball, throwing, running, striking a ball</p> <p><b>Fundamentals for Athletics</b></p> <p>Throwing, aiming, running, skipping, hopping, jumping in a straight line &amp; using obstacles</p>



**CONTINUOUS PROVISION;** Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates playclimbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good options

**From Development Matters 2020:**

Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling – walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace.

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

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Talk for Writing text	<b>Elmer</b>	<b>The 3 Billy Goats Gruff</b>	<b>Whatever Next</b>	<b>The Little Red Hen</b>	<b>The Gingerbread Man</b>	<b>Handa's Surprise</b>
Literacy Comprehension - Developing a passion for reading	It is crucial for children to develop <b>a life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . 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 <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					

<p>Children will change sharing books weekly</p> <p>Word Reading Children will be working in different groups guided reading sessions based on decoding, prosody and comprehension –</p>	<p>I can show a preference for a book, song or rhyme. Holds a book and turns the pages from front to the back Knows what a letter is Knows what a word is Tells a story to a friend Ask questions about new vocabulary</p>	<p>I can talk about events and characters in a story read to me. I can join in with rhymes and stories. I can fill in missing words from well-known rhymes Begin to use new vocabulary in day to day language</p>	<p>Talks about events and characters in books Talks about a favourite book Vocabulary</p>	<p>I can demonstrate understanding when talking about what I have read I can repeat words or phrases to check my reading World Book Day</p>	<p>I am beginning to notice if my reading makes sense and looks right I think about what I already know to help me with my reading I can say rhymes by heart I can sometimes notice errors Understand and retell narratives using new vocabulary recently introduced</p>	<p>I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG) I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)</p>
<p>Little Wandle phonics scheme.</p>	<p><b>Phonic Sounds: Little Wandle</b> Whole class Hears all Autumn 1 initial sound phonemes Reads / identifies Joins in with known songs Identifies CVC words Blends CVC words containing set 1 sounds Orally segments words Joins in with rhymes and stories</p>	<p><b>Phonic Sounds: Little Wandle</b> Whole class Focus on A1 initial sounds and introduce some Autumn 2 sounds and digraphs Orally blend and read CVC and CVCC words Tricky words – go, she, of, the, has</p>	<p><b>Phonic Sounds: Little Wandle</b> Whole class Know GPCs from A1 and A2 Introduce more digraphs and trigraphs. Read and blend a range of words containing all known sounds Tricky words – was, You, by, they, are Confidently segments and writes CVC words Segments and writes CVC words I can read and understand simple sentences I can use phonic knowledge to read and decode regular words</p>	<p><b>Phonic Sounds: Little Wandle</b> Whole class As Spring 1 working on: GPCs, digraphs and trigraphs Segment and read a range of longer words – digraphs, trigraphs and -ng endings Tricky words – be, into, my, sure, all Confidently segments and writes CVC words Segments and writes CVC words I can read and understand simple sentences I can use phonic knowledge to read and decode regular words</p>	<p><b>Phonic Sounds: Little Wandle</b> Whole class As Spring 2 working on: GPCs, digraphs and trigraphs Automatic reading of phonemes and words Tricky words – some, said, have, like, were Confidently segments and writes CVC words Segments and writes CVC words I can read and understand simple sentences I can use phonic knowledge to read and decode regular words</p>	<p><b>Phonic Sounds: Little Wandle</b> Whole class As Summer 1 working on: GPCs, digraphs and trigraphs Automatic reading of phonemes and words Tricky words – do, there, says, little, what, out, today, here, one, so Confidently segments and writes CVC words Segments and writes CVC words I can read and understand simple sentences I can use phonic knowledge to read and decode regular words</p>

General Themes	Who am I?	Where do I live?	Can we live on the moon?	What happens down on the farm?	Are plants alive?	What is it like to live in Africa?
White Rose Maths Themes	Getting to know you Match, sort and compare Talk about measure and patterns	It's me 1,2,3 Circles and triangles 1,2,3,4,5 Shapes with 4 sides	Alive in 5 Mass and capacity Growing 6,7,8	Length, height and time Building 9 and 10 Explore 3D shape	To 20 and beyond How many more Manipulate, compare, and decompose. Sharing and grouping	Visualise, build, and map. Make connections Consolidation
Maths	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, <b>'have a go'</b>, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p>					
	Baseline/ getting to know you Matching Sorting Comparing amounts Compare size/mass/capacity Exploring patterns	Representing and comparing 1,2,3 Composition of 1,2,3 Circles and triangles & Spatial awareness The number 4/ The number 5 One more one less Comparing shapes Night and day (routines/time)	Zero and comparing numbers to 5 Composition of 4 and 5 Mass and capacity Learning about 6,7 and 8 Pairs and combining groups to 10 Length and height	9 and 10 Comparing numbers to 10 Number bonds to 10 (2 weeks) 3D shape Consolidation (respond to what they need more support with)	Building numbers beyond 10 Counting patterns/spatial reasoning Adding more weeks Taking away weeks	Doubles Sharing and grouping Odd and Even Spatial reasoning Deepening understanding x2 weeks Patterns Consolidation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Who am I?	Where do I live?	Can we live on the moon?	What happens down on the farm?	Are plants alive?	What is it like to live in Africa?
<p>Computing</p> <p>Our aim is that children leave RBPS:</p> <ul style="list-style-type: none"> <li>- having had their lessons brought to life through ICT</li> <li>- as responsible digital citizens who can make the most of opportunities presented by the changing digital world</li> <li>- thinking about the safe use of the internet before accessing online material and know who to turn to for help when needed</li> <li>- being able to confidently debug and solve problems</li> </ul>	<p>Identify everyday technology: links to technology at home</p> <p>Make marks on a digital device to communicate their ideas</p> <p>To navigate some iPad Apps take a selfie</p> <ul style="list-style-type: none"> <li>- interact with simulation software</li> <li>- use a package to produce a picture on screen</li> <li>- control a programmable toy</li> <li>- talk about how everyday technology is controlled</li> </ul> <p>INTERNET SAFETY:</p>	<p>To know that ICT may be used to communicate information electronically</p> <p>To know that digital devices can present information in a variety of ways</p> <p>To navigate their way around an iPad and operate several apps confidently</p> <p>To understand the basic functions of an iPad</p> <p>INTERNET SAFETY:</p>	<p>Unplugged coding</p> <p>Interact with multimedia iPads with growing confidence</p> <p>INTERNET SAFETY:</p>	<p>Identify how technology is used to share information (Google Maps)</p> <p>INTERNET SAFETY:</p>	<p>To know the difference between computer based activities</p> <p>INTERNET SAFETY:</p>	<p>To know that information may be stored on a digital device</p> <p>Explore a website</p> <p>Collect and sort information using data software</p> <p>INTERNET SAFETY:</p>

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<b>Understanding the world RE / Festivals</b>	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p> <p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.</p>					

<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. I can describe people who are familiar to me Show interest in the lives of other people who are familiar to me I can recognise that people have different beliefs and celebrate special times in different ways 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. I can show an interest in different occupations and ways of life I know how I have changed and what I was like the past</p>	<p>I can talk about significant events in my own experience  I can talk about why things happen  I can recognise and describe special times or events for family or friends  I can draw a simple map  I can talk about features of my village  I can ask questions about aspects of my familiar world such as the place where I live or the natural world  I have explored google earth</p>	<p>Recognising that people have different beliefs  Respecting difference  Talk about lives of people around us  I can tell you what an experiment is  Explore the natural world around them, making observations and drawing pictures  Know some similarities and differences between the natural world around them drawing on their experiences and what has been read in class.  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>I can describe special events (Easter)  Growth &amp; Change: chick life cycle Environment: care can concern chicks  Use images, video clips, shared texts and other resources to bring the wider world into the classroom.  Listen to what children say about what they see  Listen to how children communicate their understanding of their own environment through conversation and in play.  I can draw information from a simple map  I can talk about ways in which I can look after the environment  I can talk about things I have observed such as animals  I show care for living things (pets)  Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p>	<p>Growth &amp; Change: plants I can show care and concern for living things in the environment I can start to develop an understanding of growth, decay and changes over time I can talk about some of the things I have observed such as plants, animals, natural and found objects I can tell you what a plant needs to grow (growing the beanstalk) I can understand the key features of the life cycle of a plant</p>	<p>Share non-fiction texts that offer an insight into contrasting environments.  Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.  I can draw information from a simple map  I can talk about ways in which I can look after the environment  Knowing there are different countries in the world  Similarities and differences between countries/environments/Africa/farms Maps of our journey to school/looking on Google Earth: features of local environment, maps of local area comparing places on Google Earth: how are they similar/different?</p>
<p><b>We're Special – Caring, belonging &amp; baptism</b> Belonging to their family Being part of the Tollerton family / church and baptism <b>Which stories are special and why?</b> Harvest / Noah</p>	<p><b>Special times – celebrations</b> Diwali, Sukkot, Eid, Christmas  <b>Which stories are special and why?</b> Rama &amp; Sita / Nativity</p>	<p><b>Special times from the Bible</b> Old Testament stories  Chinese new year</p>	<p><b>A Special time – Easter</b> <b>Jesus' Miracle</b>  <b>Which stories are special and why?</b> Easter Story</p>	<p><b>A special place – At Church</b></p>	<p><b>Jesus' stories</b> New Testament stories</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	<b>Who am I?</b>	<b>Where do I live?</b>	<b>Can we live on the moon?</b>	<b>What happens down on the farm?</b>	<b>Are plants alive?</b>	<b>What is it like to live in Africa?</b>
<p><b>Expressive Arts and Design</b>  <i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p> <p><i>Work will be displayed in the classroom  lots of links to Fine Motor Skills.</i></p>	<p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					

<p><i>Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions</i></p>	<p>Join in with songs beginning to mix colours Build stories around toys (small world) use available props to support role play Build models using construction equipment. Junk modelling, take picture of children's creations and record them explaining what they did. Exploring sounds and how they can be changed, tapping out of simple rhythms. Play pitch matching games, humming or singing To draw a self-portrait (enclosing lines): draw definite features Feelings: taking photos of children acting out emotions</p>	<p>Use different textures and materials to make firework pictures Listen to music and make their own dances in response. Christmas decorations, Christmas cards, Divas, Christmas songs/poems The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories. Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue Role Play of The Nativity Music: Christmas Songs</p>	<p>I can explore how colour can be changed I can talk about a famous artist. Making lanterns, Chinese writing, puppet making, Chinese music and composition I can recognise, create and describe pattern: tiger skin</p>	<p>Make different textures; make patterns using different colours Mother's Day crafts Encourage children to create their own music. Exploration of other countries – dressing up in different costumes Easter crafts printing, patterns on Easter eggs Rubbings of leaves/plants I can combine media to make a collage (collage chick) I can produce a piece of artwork using an artist's style as a stimulus Collage-farm animals / Making houses.</p>	<p>Pastel drawings, Life cycles, Flowers-Sun flowers (Van Gogh) Junk modelling, houses, bridges boats and transport. Provide children with a range of materials for children to construct with. Create collaboratively: papier mache: working in pairs I can use various construction materials: making a goat for the Billy Goats Gruff Children will explore ways to protect the growing of plants by designing scarecrows.</p>	<p>Water pictures, collage, shading by adding black or white, colour mixing, making passports. Colour mixing – Artwork themed around African Art Father's Day Crafts Learn a traditional African song and dance and perform it Explore pattern – animal, art, jewellery</p>
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Early Learning Goals – for the **end of the year** - Holistic / best fit Judgement

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p><b>ELG: Listening, Attention and Understanding</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b></p> <p>Participate in small group, class and one to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p><b>ELG: Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p>	<p><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p><b>ELG: Comprehension</b></p> <p>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.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p><b>ELG: Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; -</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>ELG: Numerical Patterns</b></p> <p>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.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.</p> <p>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.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>ELG: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; -</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and –when appropriate – try to move in time with music.</p>

	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;</p> <p>Show sensitivity to their own and to others' needs.</p>				<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	
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