










L.E.A.D. Academy Trust  
Lead • Empower • Achieve • Drive



# Reception

## Long term planning 2023/2024

	AUTUMN <i>All about me</i>		SPRING <i>People and places around the world</i>		SUMMER <i>Living and Growing</i>	
	Autumn 1 <b>Marvellous Me!</b> 	Autumn 2 <b>Let's Celebrate!</b> 	Spring 1 <b>People of the World</b> 	Spring 2 <b>Habitats</b> 	Summer 1 <b>Spring has Sprung!</b> 	Summer 2 <b>On the Farm</b> 
<b>General Themes</b>  <i>(These themes may be adapted at various points to allow for children's interests to flow through the provision).</i>	Starting school/my new class My feelings and emotions My family / Pets My body and senses	Birthdays Diwali (Nov 1 <sup>st</sup> ) Bonfire night (Nov 5 <sup>th</sup> ) Hanukkah (Dec 25 <sup>th</sup> – Jan 2 <sup>nd</sup> ) Christmas (Dec 25 <sup>th</sup> )	Winter People who help us Little people big dreams (Family types, Communities, Traditions) Chinese new year (Feb 10 <sup>th</sup> )	Under the Sea Polar Desert Woodland Climate change Animals in their habitats Easter	Plants and Flowers Minibeasts Life Cycles	Farms Food – where does it come from? Summer Transition into Year 1 Our year in Reception
<b>Characteristics of Effective Learning</b>	<p><b><u>Playing and exploring:</u></b>  <i>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</i></p> <p><b><u>Active learning:</u></b>  <i>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.</i></p> <p><b><u>Creating and thinking critically:</u></b>  <i>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.</i></p>					

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Marvellous Me!</b>	<b>Let's Celebrate!</b>	<b>People of the World</b>	<b>Habitats</b>	<b>Spring has Sprung!</b>	<b>On the Farm</b>
<p><b>Communication and Language</b></p> <p><i>Whole EYFS Focus – C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, together time, talk through stories, vocabulary time, singing, speech and language interventions, EYFS productions, assemblies and interventions.</i></p>	<p><i>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.</i></p>					
	<p>Speak about likes and dislikes</p> <p>Share photos and speak about their families</p> <p>Settling in activities</p> <p>Listening behaviours – look at someone when they are speaking.</p> <p>Learning behaviours- putting their hand up to speak.</p> <p>Talk about experiences that are familiar to them.</p> <p>Share facts about themselves</p> <p>Model talk routines through the day. For example, “Good morning, how are you?”</p> <p>Embed RWI signals and routines (1,2,3, stop signal MTYT).</p> <p>Mr and Mrs Tongue – articulation</p>	<p>Listen and respond to stories</p> <p>Follow 2 step instructions</p> <p>Understand how to listen carefully and why listening is important</p> <p>Use new vocabulary through the day</p> <p>Use phrases and sentences to become a more confident speaker</p> <p>Take turns in speaking and listening</p> <p>Learn how to wait their turn to speak</p> <p>Sustained focus when listening to a story</p> <p>Mr and Mrs Tongue - articulation</p>	<p>Retell stories using story language</p> <p>Ask how and why questions</p> <p>Ask questions to find out more and to check they understand what has been said to them</p> <p>Describe events in some detail.</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Continue to use and embed taught vocabulary</p>	<p>Maintain attention in different contexts</p> <p>Listen to and talk about selected non fiction texts to develop a deep familiarity with new knowledge and vocabulary</p> <p>Begin to use a wider range of vocabulary from the stories and topics so far</p> <p>Children give their attention to what others say and respond appropriately, while engaged in another activity</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Begin to connect one idea or action to another using a range of connectives</p>	<p>Understand how, why, where questions</p> <p>Describe events in some detail using time connectives</p> <p>Express ideas about feelings and experiences</p> <p>Articulate their ideas and thoughts in well-formed sentences</p> <p>Use language to reason</p> <p>Children start a conversation with an adult or friend</p> <p>Listen and respond with relevant questions, comments, or actions</p> <p>Use new vocabulary in different contexts</p> <p>Be able to express their views and to debate when they disagree with an adult or a friend, using words as well as actions</p>	<p>Presenting learning and sharing what they know with others</p> <p>Understand and following more complex instructions</p> <p>Expressing own opinions and justify them – what do you like and why? What's your favourite farm animal and why?</p> <p>Make comments and clarify thinking with questions</p> <p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p> <p>Use conjunctions to extend and articulate their ideas</p> <p>Use talk to help work out problems and organise thinking</p>

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
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<b>Personal, Social and Emotional Development (PSED)</b>	<p><i>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 9 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.</i></p>					
	<p>New beginnings See themselves as a valuable individual. Class rules and routines Supporting children to build relationships Getting on and falling out How to deal with emotions. Build self - confidence Begin to respond to adults well Looking after pets Discuss why we take turns, wait politely, tidy up after ourselves etc. Use words to describe emotions. Identify what they are feeling each day Independently organise belongings Manage personal hygiene Changing for PE Help individual children to develop</p>	<p>Shows friendly behaviour, contributing to increasingly positive play and relationships Increasing ability to share, recognise emotions of self and show good manners Build constructive and respectful relationships Begin to express their feelings and consider the perspectives of others Begin to take turns and share resources Wash hands thoroughly</p>	<p>Talk with peers to solve conflict, "stop I don't like it." Celebrate differences Identify and moderate their own feelings socially and emotionally Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios. What makes a good friend? Random acts of Kindness Strategies for staying calm in the face of frustration Begin to find ways to resolve conflicts Cooperate increasingly with routines Ask when they require support or help</p>	<p>Begin to understand the meaning of perseverance and resilience Increasingly follow rules, understanding why they are important Can identify how our school values can be demonstrated. Eg identifying respect Seek others to share activities and experiences, play with one or more children How to keep play going by cooperating, listening, speaking, negotiating and explaining</p>	<p>Looking after our world Keeping safe in the summer Increased confidence and resilience and this can include supporting peers Show resilience and perseverance in the face of challenge Manage emotions – different scenarios modelled in the learning environment Begin to understand how others might be feeling – to show empathy Talk about right and wrong and the consequences involved</p>	<p>Talk about and express their feelings and the feelings of others Show sensitivity to others' needs and feelings Healthy food How to be a good friend Control own feelings and behaviours -Apply personalised strategies to return to a state of calm Be able to share and take turns -Being able to ignore distractions Thinking before acting Persisting in the face of difficulty Understand why behaviour expectations exist</p>

	<p>good personal hygiene</p> <p>Explicit teaching about thorough handwashing and toileting</p> <p>Independently choose where they would like to play</p>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Marvellous Me!</b>	<b>Let's Celebrate!</b>	<b>People of the World</b>	<b>Habitats</b>	<b>Spring has Sprung!</b>	<b>On the Farm</b>
<b>Physical Development</b>	<p><i>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives<sup>7</sup>. 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.</i></p>					
<b>(Fine Motor)</b>	<p>Use different sized tools inside and outside</p> <p>Threading, cutting, weaving, playdough and other fine motor activities</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p>	<p>Threading, cutting, weaving, playdough and other fine motor activities</p> <p>Develop muscle tone to put pencil pressure on paper</p> <p>Use tools to cause changes to materials.</p> <p>Show preference for dominant hand</p> <p>Form letters correctly of the sounds taught so far.</p> <p>Use zips accurately</p> <p>Hold pencil using the tripod grip</p>	<p>Threading, cutting, weaving, playdough and other fine motor activities</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely</p> <p>Holding Small Items</p> <p>Button Clothing</p> <p>Begin to use scissors accurately to cut</p> <p>Form letters correctly of the sounds taught so far</p> <p>Hold pencil using the tripod grip</p>	<p>Threading, cutting, weaving, playdough and other fine motor activities</p> <p>Form letters correctly of the sounds taught so far</p> <p>Uses a range of equipment to make more-refined shapes and marks, models and construction</p> <p>Hold pencil using the tripod grip</p> <p>Adds more detail to shapes and objects created as control increases</p>	<p>Threading, cutting, weaving, playdough and other fine motor activities</p> <p>Correct letter formation of letters taught so far</p> <p>Shows increased control to use a range of tools to create more complex shapes, objects and writing</p> <p>Copy shapes</p> <p>Start to draw pictures that are recognizable</p> <p>Draw diagonal lines</p> <p>Use scissors accurately and a</p>	<p>Threading, cutting, weaving, playdough and other fine motor activities</p> <p>Increased control of tools to create complex shapes, drawing and writing</p> <p>Correct letter formation of letters taught so far</p> <p>Size of letters is consistent</p> <p>Copy shapes</p> <p>Draw pictures that are recognizable</p> <p>Draw diagonal lines</p> <p>Hold pencil using the tripod grip</p>

					range of tools of different sizes Hold pencil using the tripod grip	
<b>(Gross Motor)</b>	<p>Climbing – outdoor equipment Different ways of moving to be explored with children Encourage children to be highly active and get out of breath several times every day</p>	<p>Ball skills- throwing and catching. Balancing and climbing Provide wheeled resources for children to balance, sit or ride on, or pull and push Two-wheeled balance bikes and pedal bikes without stabilisers Go Noodle Provide a choice of open-ended materials to play that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing Encourage children to be highly active and get out of breath several times every day</p>	<p>More confident and proficient in their movements and in using objects and equipment. Dance – moving to music Refining the way they move in the space around them Ball skills- aiming, dribbling, pushing, throwing &amp; catching. Encourage children to be highly active and get out of breath several times every day</p>	<p>Balance- children moving with confidence Dance related activities in the stage area. Healthy lifestyles- what does this entail? Encourage children to be highly active and get out of breath several times every day</p>	<p>Obstacle activities – developing strength with children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day Provide opportunities for children to, spin, rock, tilt and bounce</p>	<p>Races / team games involving gross motor movements dance related activities Become more confident in their movement Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in Encourage children to be highly active and get out of breath several times every day</p>
<b>PE lessons with Sports Leader</b>	<p><b>Fundamentals</b> Develop the skill of mastering basic movements such as walking, jogging, running, jumping, hopping, skipping, galloping, etc. in a</p>	<p><b>Fitness</b> Use different skill components of fitness (agility, balance, coordination, speed and reaction time) in challenging and</p>	<p><b>Target games</b> Understand a range of different ways of hitting/throwing/kicking/scoring at targets from a variety of distances</p>	<p><b>Dance/Gymnastics</b> Develop the skill of performing dances using simple movement patterns. Show a range of different body positions in creating</p>	<p><b>Ball skills</b> Develop a range of different ball skills such as throwing, catching, dribbling, controlling, kicking, striking, etc. in a smooth and controlled way</p>	<p><b>Athletics</b> Show a range of skills needed to perform in different athletics events (such as running, jumping, throwing, hurdling, relaying, etc.)</p>

	smooth and controlled way	achievable situations		shapes/letters using high and low stances.		
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	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Marvellous Me!</b>	<b>Let's Celebrate!</b>	<b>People of the World</b>	<b>Habitats</b>	<b>Spring has Sprung!</b>	<b>On the Farm</b>
<b>Literacy</b>	<i>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).</i>					
<b>(Word Reading)</b> <i>RWI phonics daily</i>	<p>Read single-letter set 1 sounds (first 16)</p> <p>Orally blend vc and cvc words.</p> <p>Begin to understand that we read English text from left to right and from top to bottom - the names of the different parts of a book</p>	<p>Read all single letter sounds (25)</p> <p>Orally blend vc and cvc words.</p> <p>Begin to blend known sounds to read cvc and vc words.</p>	<p>Read all single letter sounds (25)</p> <p>Begin to read some set 1 special friends</p> <p>Read cvc words.</p> <p>Read short phrases containing known sounds.</p> <p>Read alien cvc words with known sounds.</p> <p>Identifies rhymes.</p> <p>Read common exception words as per RWI progression</p>	<p>Read all set 1 special friends</p> <p>Read words containing double consonants and set 1 special friends.</p> <p>Read phrases, sentences and books containing known sounds, consistent with their phonic knowledge.</p> <p>Read alien words containing known sounds.</p> <p>Read common exception words as per RWI progression</p> <p>Identifies rhymes.</p>	<p>Read all set 1 special friends</p> <p>Read 4 and 5 sound words containing set 1 special friends.</p> <p>Read multisyllabic words containing set 1 sounds.</p> <p>Read alien words containing known sounds.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge.</p> <p>Read common exception words as per RWI progression</p>	<p>Read set 2 sounds and words containing set 2 sounds.</p> <p>Read multisyllabic words containing set 1 sounds.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge.</p> <p>Read common exception words as per RWI progression</p>



					Continue a rhyming string.	
<p><b>(Comprehension)</b></p> <p><i>Talk through stories and vocabulary sessions will be carried out daily. Children will visit the library weekly and have the opportunity to change their sharing book each week. Children will vote for the book they would like to read each day/week.</i></p>	<p>Join in with rhymes and showing an interest in stories with repeated refrains.</p> <p>Environment print.</p> <p>Understand key concepts about print: - print has meaning - print can have different purposes</p> <p>Sequencing familiar stories through the use of pictures to tell the story.</p> <p>Engage in extended conversations about stories. learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play.</p> <p>Sequence story – use vocabulary of beginning, middle and end.</p> <p>Order pictures from the Nativity story.</p> <p>Use story maps to orally retell familiar and new stories.</p> <p>Enjoy an increasing range of books from age appropriate selection in library.</p>	<p>Make up stories with themselves as the main character – using their “mini me” in different areas of the environment.</p> <p>Encourage children to record stories through picture drawing/mark making.</p> <p>Selection of top 25 books in classroom on forward facing shelves for children to read and re-read.</p> <p>World Book Day</p>	<p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Develop their own narratives and explanations by connecting ideas or events</p> <p>Talk through stories – vocabulary sessions.</p> <p>Children take home a sharing book from the EYFS library.</p>	<p>Retell a story with actions and / or picture prompts as part of a group - use story language when acting out a narrative.</p> <p>Identify rhyming words.</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story.</p> <p>Understand simple story structures.</p> <p>May include labels, sentences or captions.</p> <p>Role play area – book characters</p> <p>Puppet shows</p>	<p>Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions.</p> <p>Show preference for different texts.</p> <p>Read with peers.</p> <p>Make predictions using prior knowledge of texts/characters.</p> <p>Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>Sort books into categories.</p> <p>Understand that non fiction texts provide information</p>
<p><b>(Writing)</b></p> <p><i>All writing will be consistent with phonic knowledge. Focus will be on oral composition of ideas, correct letter formation and writing dictated sentences.</i></p>	<p>Name writing practice.</p> <p>Use a dominant hand for writing.</p> <p>To use (as minimum) 5 finger grasp</p> <p>Build confidence to mark make, giving meaning to marks.</p> <p>Writing initial sounds.</p> <p>Create a Message centre for Hugless Douglas.</p> <p>Correct letter formation for sounds taught.</p>	<p>Name writing practice.</p> <p>Mark makes consistently as part of play and talk about the meaning of their marks.</p> <p>Segment to write cvc words correctly.</p> <p>Post office – writing for purpose.</p> <p>Plan – do – review – orally rehearsing plans.</p>	<p>Guided writing based around developing short, dictated sentences in a meaningful context.</p> <p>Understand finger spaces.</p> <p>Form all set 1 letters correctly.</p> <p>Create a story board.</p> <p>Creating own story maps, writing captions and labels where appropriate.</p> <p>Sentence structure is starting to be evident.</p>	<p>Orally compose a sentence well with sentence structure-consistently used.</p> <p>Use full sentences when talking to describe events, experiences or what they have observed.</p> <p>Write all set 1 sounds accurately within a word.</p> <p>Use finger spaces.</p> <p>Write words, phrases and sentences</p>	<p>Writing for a purpose in role play/mud kitchen etc. using phonetically plausible attempts at words.</p> <p>Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated.</p>	<p>Read back what has been written.</p> <p>Recount of trip to Pink Pig Farm.</p> <p>Write different text forms for different purposes (e.g. lists, stories, instructions).</p> <p>Form lower-case and capital letters correctly.</p> <p>Write words, phrases and sentences consistent with phonic knowledge.</p>

			Orally compose a sentence/caption and hold it in memory before attempting to write it. Order the Easter story. Recount – experience day Plan – do – review – orally rehearsing plans and drawing pictures to represent plans.	consistent with phonic knowledge. Plan – do – review – orally rehearsing plans and drawing pictures to represent plans. Spell common exception words as per RWI progression.	Write words, phrases and sentences consistent with phonic knowledge. . Start to use full stops accurately. Character description – Little Red Hen Make own books and become an author!	Spell common exception words as per RWI progression.
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<b>Mathematics</b>  <i>White Rose Maths is followed (see planning for further details). Whole class Active Number sessions daily further exploring cardinality, counting, comparison and composition.</i>	<i>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</i>					
	<u>Match, sort and compare</u> Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts  <u>Talk about measure and patterns</u> Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns  <b>It's me 1, 2, 3!</b>	<b>It's Me 1,2,3! (continued...)</b> 1 more 1 less Composition of 1, 2 and 3  <u>Circles and triangles</u> Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position  <b>1, 2, 3, 4, 5</b> Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less	<b>Alive in 5!</b>  <u>Mass and capacity</u>  <b>Growing 6,7,8!</b>  <u>Length, height and time</u>	<u>Length, height and time (Continued....)</u>  <b>Building 9 and 10</b>  <u>Explore 3D shapes</u>	<b>To 20 and Beyond</b>  <u>How many now?</u>  <u>Manipulate, compose and decompose</u>  <u>Sharing and grouping</u>	<u>Sharing and grouping (continued....)</u>  <u>Visualise, build and map</u>  <u>Make connections</u>  <u>Consolidation</u>



	Find 1, 2 and 3 Subitise 1, 2 and 3 Represent 1, 2 and 3	Composition of 4 and 5 Composition of 1-5  <b>Shapes with 4 sides</b> Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night				
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<b>Understanding the World</b>  <i>Science</i> <i>History</i> <i>Geography</i> <i>RE / Festivals</i>  <i>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.</i>	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.					
	Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families.	Diwali -Hinduism Birthdays Christmas- Christianity Can draw similarities and make comparisons between other families. Can talk about what they have done with their families during Christmas' in the past. Use the Jolly Postman to draw information from a map and begin to link why maps are so important to postmen.	Chinese New Year Materials: Floating and sinking. iPad art Comparing places on Google Earth – how are they similar/different? Can children differentiate between land and water? Use images, video clips, shared texts and other resources to bring the wider world into the classroom.	Christianity-Easter  Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there. Create opportunities to discuss how we care for the natural world around us. Changes over time- understand where how polar environments	Ramadan- Islam Seasonal changes – ongoing. habitats Life cycles Taking photographs using iPad Can children talk about their homes and what there is to do near their homes? Use images, video clips, shared texts and other resources to bring the wider world into the classroom.	Pink Pig Farm trip  After close observation, draw pictures of the natural world, including animals and plants  Talk about the lives of the people around them and their roles in society – farmer's contributions to society  Explore how food is grown and where it comes from

	<p>Name and describe people who are familiar to them.</p> <p>Explore fictional stories about families and start to tell the difference between real and fiction.</p> <p>Talk about members of their immediate family and community.</p> <p>Navigate around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</p> <p>Introduce children to different occupations and how they use transport to help them in their jobs.</p>	<p><b>RE</b> <b>Myself and Incarnation (Christmas) (See Framework for planning):</b></p> <p>Know that there are different religions</p> <p>Know why people perform Nativity plays at Christmas</p>	<p>Can children make comments on the weather, culture, clothing, housing. Use BeeBots and link to maps/directions.</p> <p><b>RE</b> <b>Our Special Books and Salvation (Easter) (See Framework for planning)</b></p> <p>Understand that there are special books for each religion.</p> <p>Know why Christians put a cross in an Easter garden.</p>	<p>have changed over time.</p> <p>David Attenborough Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals.</p> <p>Comparisons of environments- sea/desert/polar.</p> <p>Environments – Features of local environment Maps of local area</p> <p>Nocturnal Animals</p> <p>Making sense of different environments and habitats</p> <p>What can we do here to take care of animals in the sea?</p> <p>Explore a range of animals in different climates.</p>	<p>Describe and comment on things they have seen whilst outside, including plants and animals..</p> <p>Plant seeds and make observations.</p> <p>Change in living things – Changes in the leaves, weather, seasons,</p> <p>Building a ‘Bug Hotel’</p> <p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p> <p>Minibeast hunt</p> <p><b>RE</b> <b>Creation and Our Beautiful World (See Framework for planning):</b></p> <p>Understand why is ‘God’ so important to Christians.</p> <p>Know how to take care of the world.</p>	<p>To discuss what raw foods can become, eg potatoes to crisp and chips, cream to butter</p> <p>Use prior knowledge of habitats to describe the similarities and differences between farms and other locations</p> <p>To discuss the habitats of different farm animals.</p> <p>To explore how ingredients are used to create food, baking bread and how flour is made.</p>
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	<b>Autumn 1</b> <b>Marvellous Me!</b>	<b>Autumn 2</b> <b>Let's Celebrate!</b>	<b>Spring 1</b> <b>People of the World</b>	<b>Spring 2</b> <b>Habitats</b>	<b>Summer 1</b> <b>Spring has Sprung!</b>	<b>Summer 2</b> <b>On the Farm</b>
<b>Expressive Arts and Design</b>  <i>See nursery rhyme progression and talk through stories plans for more information.</i>	<i>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.</i>					
	Exploring the sounds of instruments  Nature art- creating leaf men and leaf hedgehogs  Join in with songs; join in with role play games and use resources available for props; build models using construction equipment.  Sing call-and-response songs, so that children can echo phrases of songs you sing.	Firework pictures  Christmas decorations  Christmas cards  Diva lamps  Christmas songs  Performing the Christmas Nativity  The use of story maps, props, puppets will encourage children to retell, invent and adapt stories  Role play different celebrations	Explore instruments from other countries  Henri Rousseau Art  Children will be encouraged to select the tools and techniques they need to assemble materials that they are using.  Making lanterns, Chinese writing, puppet making, Chinese music and composition  Shadow Puppets  Teach children different techniques for joining	Sand pictures / Rainbow fish collages Paper plate jellyfish Puppet shows Salt dough fossils  Collage animals/habitats  Making houses. Pastel drawings, printing, patterns on Easter eggs,  Mother's Day crafts  Easter crafts  Home Corner role play  Boats floating and sinking	Making a beat  Tracey McGuinness Art Collage owls / symmetrical butterflies  Designing homes for hibernating animals.  Make different textures; make patterns using different colours  Pastel drawings, printing, patterns, Life cycles, Flowers-Sun flowers  Outdoor learning-building bug hotels	Use different textures and materials to make houses for the three little pigs  Collage-farm animals  Mix primary colours to make secondary colours.  Provide a wide range of props for play which encourage imagination.  Retelling familiar stories with opportunity in role play.

	Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.		materials, such as how to use adhesive tape and different sorts of glue.  Exploration of other countries clothing.	Junk modelling different animals  Shell rubbings  Make a starfish using lentils/cheerios	Encourage children to create their own music.	Create music which is more melodic and meaningful.  Music Monday – Which music do we like and why? What does it make us think of?
	<b>Autumn 1</b>  <b>Marvellous Me!</b>	<b>Autumn 2</b>  <b>Let's Celebrate!</b>	<b>Spring 1</b>  <b>People of the World</b>	<b>Spring 2</b>  <b>Habitats</b>	<b>Summer 1</b>  <b>Spring has Sprung!</b>	<b>Summer 2</b>  <b>On the Farm</b>
<b>Key Texts</b>  <i>(For further information regarding texts used within the curriculum, please refer to our reading spine)</i>	Ruby's Worry by Tom Percival The Colour Monster by Anna Llenas My Monster and Me by Nadia Hussain and Ella Bailey Hugless Douglass by Davis Melling	Leaf Man by Lois Ehlert Room on the Broom by Julia Donaldson The Jolly Christmas Postman by Janet and Allen Alberg Stick Man by Julia Donaldson	Gruffalo's Child by Julia Donaldson The great race (lunar new year story) Can't You Sleep Little Bear? By Martin Waddell The way back home by Oliver Jeffers	I'm in Charge by Jeanne Willis and Jarvis Monkey Puzzle by Julia Donaldson Somebody Swallowed Stanley by Sarah Roberts The Rainbow Fish by Marcus Pfister	Jack and the Beanstalk The Tiny Seed by Eric Carle The Hungry Caterpillar by Eric Carle Superworm by Julia Donaldson	The Little Red Hen The Three Little Pigs On the way home by Jill Murphy Click Clack Moo by Doreen Cronin
<b>Supplementary texts</b>	I am too Absolutely Small for School Harry and Dinosaurs Go To School Starting School The Family Book King and King And Tango Makes 3 My Princess Boy The Mega Magic Hair Swap	All about Diwali All about Christmas	Little people big dreams books linked to famous people of the world. Ready, steady Mo	Rumble in the Jungle Sharing a Shell The Snail and the Whale Commotion in the Ocean Julian is a Mermaid	Mad About Minibeasts The Big Wide Mouthed Frog Oi Frog	The Enormous Turnip The Runaway Pea Supertato What the Ladybird Heard Farmer Duck

<b>Problem Solving Days</b>	<p>1: Class bear problem (PSED focus- based on the needs of the children, e.g. sharing.)</p> <p>2: The class Elf has fallen off the Christmas tree! What do you think has happened? How can we help him? (EAD focus- Model joining materials to build a bed which will allow the Elf to rest)</p>	<p>3: Build a boat to get class bear across the water (UTW focus- model building a boat using waterproof materials)</p>	<p>6: Malcolm is missing! What should we do? How can we help? Where do you think she is? How can we get her back?(Literacy focus- Model writing a missing poster)</p> <p>7: Maths focus linked to Farms or Plants and Flowers</p>
<b>Memorable Events</b>	<p><i>Harvest</i></p> <p><i>Family Day</i></p> <p><i>Autumn Trail</i></p> <p><i>Christmas production</i></p> <p><i>Black History Month – October</i></p> <p><i>Halloween</i></p> <p><i>Diwali</i></p> <p><i>Bonfire Night</i></p> <p><i>Remembrance Day</i></p> <p><i>Children in Need</i></p> <p><i>Christmas</i></p>	<p><i>Winter walk</i></p> <p><i>Lunar New Year</i></p> <p><i>Safer Internet Day</i></p> <p><i>Shrove Tuesday</i></p> <p><i>World Book Day</i></p> <p><i>Science Week</i></p> <p><i>Mother's Day</i></p> <p><i>Easter Sunday</i></p> <p><i>Trip to Play arena/wild in the woods</i></p> <p><i>People who help us visitors</i></p>	<p><i>Father's Day</i></p> <p><i>World Music Day</i></p> <p><i>Visit Pink Pig Farm</i></p> <p><i>Sports day</i></p> <p><i>Minibeast experience day</i></p> <p><i>Minibeast handling company visitor</i></p> <p><i>Planting seeds</i></p> <p><i>Minibeast hunt</i></p>

