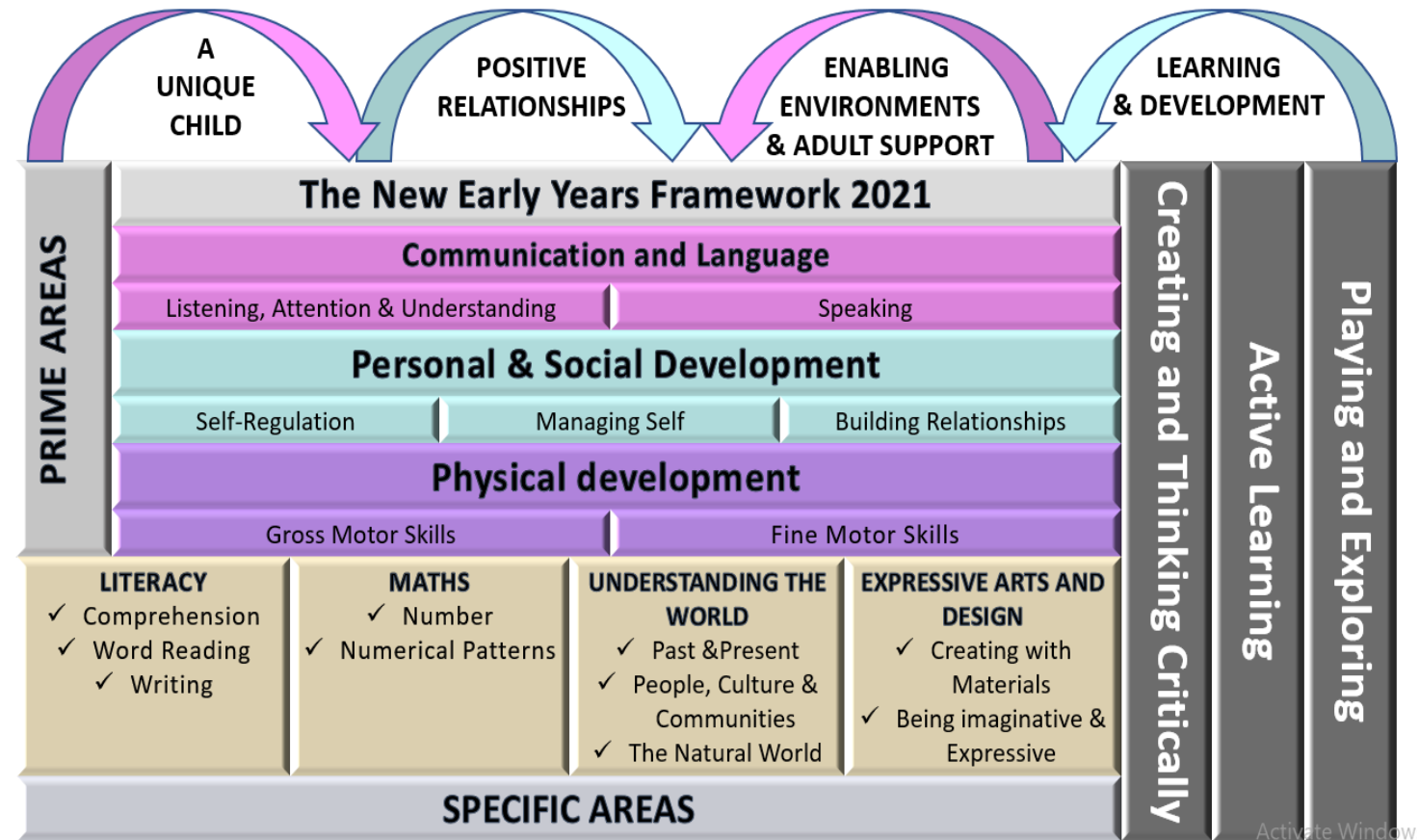


RECEPTION LONG TERM PLAN 26-27

“Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children’s learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21’ & children’s interests.”

“We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. We provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year.”

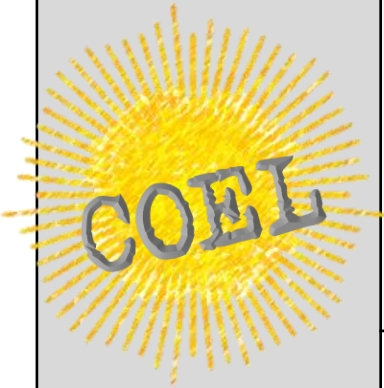


RECEPTION LONG TERM PLAN 26-27

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES <i>NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION</i> <i>WELL-BEING & BEHAVIOUR FOR LEARNING</i>	All About me/ Autumn Starting school and making friends Emotions My body and my senses My family and home Signs of Autumn Animals who hibernate	Light & Dark / Celebrations Bonfire Night Remembrance Day Space St Andrew's Day Christmas	Traditional Tales / Winter Traditional Tales (see below) Lunar New Year Signs of Winter	Around the World Ferry's and Europe Trains and Africa Airplanes and Asia Celebration days (see below) Easter – chicks	Growth / Spring Lifecycle of frogs Caterpillars and Butterflies New life at the Farm Fruit and Vegetables Flowers and Bees	People Who Help Us / Summer Police Firefighters NHS People in Holmfirth Signs of Summer
POSSIBLE TEXTS AND 'OLD FAVOURITES'	The Colour Monster / Goes to School In Every House on Every Street Houses and Homes Around the World (non-fiction) The Three Little Pigs The Gruffalo Room on the Broom Pumpkin Soup Diwali (Non-fiction) The Story of Rama & Sita	Draw me a Star Here We Are Aliens Love Underpants Bob the Man on the Moon Stick Man The Jolly Christmas Postman Dear Father Christmas The Christmas Story	The Snow Queen The Gingerbread Man The 3 Billy Goats Gruff Little Red Riding Hood Goldilocks and the 3 Bears Happy Lunar New Year The Runaway Pancake	Ferry The Cat Who Walked Across France Oi! Get off our Train The Baobab Tree The Way Back Home Non-Fiction Around the World Books My Mum is Magnificent The Easter Story	Jack and the Beanstalk The Very Hungry Caterpillar The Enormous Turnip The Tadpole's Promise Freddy the Frog Tad Handa's Surprise Oliver's Fruit Oliver's Vegetables Farmer Duck The Bumble Bear	Non-Fiction books about People Who Help Us Sharing a shell What the Ladybird Heard at the Seaside The Lighthouse Keeper's Lunch The Pirates Next Door
'WOW' MOMENTS	My first day! Autumn Walks Halloween Diwali celebrations	Guy Fawkes/Bonfire Night celebrations Christmas Time / Nativity Church visit The Panto	Lunar New Year celebrations Pancake Day Valentine's Day	World Book Day St David's Day St Patrick's Day Red Nose Day Easter Egg Hunt Mother's Day Event Eid Science Week	May Day Frog spawn at the pond Market visit Farm visit World Bee Day St George's Day	Pride Father's Day Visit the Police Station, Fire Station, Library, Park End of year trip

RECEPTION LONG TERM PLAN 26-27

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
----------	----------	----------	----------	----------	----------



Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

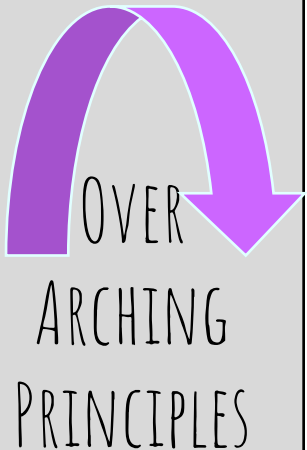
Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.



PLAY: We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'. EYFS Team

We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.



AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

We understand that children will make progress at different times. There is no right time... they will progress when they are ready.

Communication and Language

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**.

Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Drawing Club, productions, assemblies and weekly interventions.

What will we be learning?

Understand how to listen carefully and why listening is important.

New vocabulary and having a go at using it throughout the day.

How to engage in story times (small groups)

How to listen carefully to rhymes and songs, and how to pay attention to how they sound.

Engage in non-fiction books - how the front cover tells us what it is about.

What will we be learning?

How to ask questions to find out more and to check we understand what has been said to us.

Engage in story times, practising listening, looking and thinking of a question or sharing my ideas (whole class)

Practising listening carefully to rhymes and songs, paying attention to how they sound.

Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

Engage in non-fiction books – what is the title telling us?

What will we be learning?

That listening to and talking about stories will help me to build familiarity and understanding.

Listen carefully to rhymes and songs, paying attention to how they sound and have a go at performing them myself.

Engage in non-fiction books – how does the contents page work?

How to articulate my ideas and thoughts in well-formed sentences and connect one idea or action to another using a range of connectives.

Use more social phrases.

What will we be learning?

How to describe events in some detail (first, last)

How to retell a story, once we have developed a deep familiarity with the text, some as exact repetition and some in my own words

Listen carefully to rhymes and songs, becoming deeply familiar with some songs and performing them with good fluency.

Listen to and talk about selected non-fiction to develop a deep familiarity and use the new knowledge and vocabulary.

What will we be learning?

Engage in story times and non-fiction books, using the skills we have learnt so far.

To listen to even more non-fiction to further develop a deep familiarity with new knowledge and vocabulary.

Describe events in some detail (first, then, next)

How to have a go at using new vocabulary in different contexts.

To practise retelling more stories we have developed a deep familiarity with.

What will we be learning?

How to keep a conversation going in back and forth exchanges

How to use 'because' when explaining why things have happened

Talk about my ideas and feelings with even more detail (first, then, next, finally, because, with, and)

How to use past and present sentence tense

ELG 2021

Communication and Language — Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Communication and Language — Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.



AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally

PERSONAL,
SOCIAL AND
EMOTIONAL
DEVELOPMENT

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**.

MANAGING
SELF

Identify and describe a range of feelings.
Talk about what I am feeling.

Identify my own and others' feelings

How to consider the feelings of others and be a good friend.

Say what I am good at when completing activities to see myself as a valuable individual.

How to independently explain what makes me a valuable individual.

Follow instructions with more steps

SELF -
REGULATION

How to make new friends and build constructive and respectful relationships

Practise building constructive and respectful relationships with adults and children in my class

Techniques to help us show resilience and perseverance in the face of challenge.

How to independently choose a strategy to help regulate my own feelings with the support of an adult

Begin to start using strategies to help regulate my own feelings independently

Explain the differences between right and wrong and give examples

LINK TO
BEHAVIOUR FOR
LEARNING

What makes me a valuable individual?

Describe my qualities that make me a valuable individual.

Learn strategies to help regulate my own feelings.

Learn to use conflict resolution more independently

Learn the difference between confidence and resilience and how we can use either or both in a range of situations

Talk about and demonstrate positive relationships with adults and children

How to settle into a new environment by trying new activities, with adult support.

What is confidence and how do we feel it to express myself and explore my classroom and school?

Learn how to develop conflict resolution with adult support

Know and talk about the different factors that support my overall health and wellbeing:
• sensible amounts of 'screen time'

Know and talk about the different factors that support my overall health and wellbeing:
• toothbrushing

Use the toilet and wash my hands.

Learn and follow the rules and encourage others to do the same

Know and talk about the different factors that support my overall health and wellbeing:
• being a safe pedestrian

Putting my own coat on, off and hanging it on my peg.

Know and talk about the different factors that support my overall health and wellbeing:
• regular physical activity

How can we show empathy for the feelings of others?

Know and talk about the different factors that support my overall health and wellbeing:

- healthy eating
- having a good sleep routine

Start to develop friendships by increasingly playing alongside others..

Extend play by drawing in others to play together.

From ELG 2021

Personal, Social and Emotional Development —

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 an activity, and show an ability to follow instructions involving several ideas or actions.

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.

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.



AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

PHYSICAL
DEVELOP
MENTFINE
MOTOR

Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.

DAILY
OPPORTUNITIES FOR
FINE
MOTOR
ACTIVITIES
GROSS
MOTOR

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**.

I will be learning:

- Which is my dominant hand
- How to get my knife and fork ready at lunchtime
- To do my own buttons and zips on my clothing, with help from an adult
- To manipulate objects with good fine motor skills
- Draw lines and circles using gross motor movements
- Build things with smaller linking blocks, such as Duplo or Lego

Pen control

- draws lines, arches, circles and spirals

I will be learning:

- To use my dominant hand consistently
- To use my fork independently
- Develop muscle tone to put pencil pressure on paper
- To use tools with both hands to effect changes to materials

Pen control

- Spirals and figure of 8 (vertical and horizontal)
- Focus on modelling comfortable pen grip

I will be learning:

- To hold my pen comfortably with a good grip
- To hold my knife and fork in the correct hands
- Handle tools, objects, construction and malleable materials with increasing control and use scissors with one hand

Pen control

- Squares, diagonal lines, triangles
- Able to retrace vertical lines and working on improving anti-clockwise movements

I will be learning:

- To make marks with more pressure
- To use a knife and fork to cut food, with adult support when needed
- To get even better at using one handed tools
- To begin forming recognisable letters increasing the number that are correctly formed

Pen control

- Focus on developing a comfortable way of writing – tripod pencil grip, position on paper, writing from left to right when writing. Anticlockwise movements focused; children should be able to retrace vertical lines.

I will be learning:

- To control my pencil with more accuracy (letter size, etc)
- To use a knife and fork independently
- To use one hand consistently for fine motor tasks
- To use one handed tools with more accuracy

Pen control

- Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated.

I will be learning:

- To keep practising my fine motor activities more independently.

Pen control

- Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.

I will be learning about spatial awareness and:

- crawling, walking, jumping, running, hopping, skipping.
- How to find my own space
- How to follow directional arrows
- How to take part in cooperation games i.e. parachute games, ring games
- How to climb safely on the outdoor equipment

PE focus

- Co-ordinating floor movement patterns
- Static balance

I will be learning about gymnastics and how to:

- roll (pencil log)
- Jump with 2 feet
- Stand on 1 foot
- Lay on back and lift head to look at feet
- March whilst alternating arm/leg
- Travel on mats and benches
- Express myself in dance activities

PE focus

- Dynamic balance to agility
- Agility – ball chasing

I will be learning ball skills with a focus on:

- **throwing, catching, kicking, passing, batting and aiming.**
- **How to move the ball with control**
- **How to use the ball in a range of small group games**

PE focus

- Static balance
- Co-ordination with ball skills
- Cricket

I will be learning about gymnastics and how to:

- Use the equipment safely
- Climb on the large and small apparatus
- Composing
- Move over, under, through and around the equipment
- Make my own movements on large and small equipment
- Dance moves which include how to spin, rock, tilt, fall, slide and bounce.
- the importance of the different aspects of a healthy lifestyle.

PE focus

- Counter balance
- Gymnastics
- Co-ordination with equipment

I will be learning about athletics and ball skills and how to:

- aim, dribble, push, throw, catch and kick with more control, precision and accuracy
- Take part in team ball games
- Take part in team games which involve running, aiming, jumping and turn taking
- Complete obstacle courses outside

PE focus

- Agility – reaction / response
- Athletics
- Bat and ball skills

I will be focusing on consolidating the skills I have been taught and take part in:

- Using a range of small and large apparatus indoors and outdoors
- Sports Day
- Team games involving gross motor movements

PE focus

- Games
- Athletics
- Team work skills

From ELG 2021

Physical Development — Gross Motor Skills: Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Physical Development — Fine Motor Skills: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paintbrushes and cutlery; Begin to show accuracy and care when drawing



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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)					
COMPREHEN SION	I will learn to: - Join in with rhymes and engage in story time what has been read to me by retelling stories in my own words in play. - Engage in extended conversations about stories, learning new vocabulary.	I will learn to: - Answer comprehension questions in story time and in reading group time. - Make predictions of key events in stories - Re-read books to build up confidence in word reading, fluency, understanding and enjoyment - Sequence familiar stories using pictures	I will learn to: - Read simple phrases and sentences made up of words with known letter-sound correspondences and understand it e.g. 'The red bus' – what colour is the bus? - Retell a story with actions and / or picture prompts as part of a small group - Use story language when acting out a narrative.	I will learn to: - Listen to stories, accurately anticipating key events & respond to what I hear with relevant comments, questions and reactions. - Explain the main events of a story - draw pictures of characters/ event / setting in a story. - Use vocabulary and forms of speech that are increasingly influenced by my experiences of books.	I will learn to: - Explain the main events of a story and identify and say the beginning, middle and end. - Perform / Retell a story with new vocabulary independently. - draw pictures of characters/ events / setting in a story. I will begin to include labels, sentences or captions.	I will learn: - that a non-fiction is a non-story- it gives information instead. Fiction means story. - to point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.
WORD READING	I will learn: - To recognise initial sounds that print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - To read individual letters by saying the sounds for them. (s a t p i n m d g o c k c k e u r h b f l) - To read common exception words (is, I, the) - To begin blending CVC words	I will learn: - To read individual letters and some digraphs by saying the sounds for them (ff ll ss j v w x y z zz qu ch sh th ng nk) - to read common exception words (as and has his her go no to into she he of we me be) - To blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	I will learn: - To read new digraphs (ai ee igh oa oo oo ar or ur ow oi ear air er) and I will consolidate the previous sounds - To read common exception words (was you they my by all are sure pure) - to hear the sounds in CVC words and orally blend and segment - To read aloud simple sentences and books that are consistent with my phonic knowledge.	I will learn: - To practise the sounds we have been taught - To practise the common exception words we have been taught - To blend CVC, CCVC, CVCC words. - To continue to read aloud simple sentences and books that are consistent with my phonic knowledge.	I will learn: - To practise the sounds we have been taught - To practise the common exception words we have been taught - To blend CCVCC, CCCVC, CCCVCC words. - To read longer and compound words - To read root words ending in -ing, -ed, - To continue to read aloud simple sentences and books that are consistent with my phonic knowledge.	I will learn: - To practise the sounds we have been taught - To practise the common exception words we have been taught - To read phase 4 words ending in 's' and 'es' - To continue to read aloud simple sentences and books that are consistent with my phonic knowledge.
	From ELG 2021 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, nonfiction, rhymes and poems and during role play. 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.					



WRITING

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<u>I will learn to:</u> - Use talk to link my ideas and clarify my thinking - Hear and say (segment) initial sounds - Label my drawings with initial sounds (such as 'm' for mum) - Begin recognising relevant or personal capital letters, e.g. first letter of my name - Begin showing accuracy and care when drawing and colouring. - write my name <u>Pen control</u> • See physical development	<u>I will learn to:</u> - say and write the initial sound in words - Recognise the sound/symbol (GPC) relationship. - recognise and write some capital letters - Segment cvc words and attempt to write them using phonic sounds that I have been taught. - Write letters and letter-strings, sometimes in clusters like words - write name my with more accuracy. <u>Pen control</u> • See physical development	<u>I will learn to:</u> - orally compose a caption and hold it in memory before attempting to write it (with support) - spell to write VC and CVC words independently using taught Phase 2 graphemes. - Spell some tricky words - write recognisable letters, most of which are correctly formed. - Have an understanding of capital letters, finger spaces and full stops. <u>Pen control</u> • See physical development	<u>I will learn to:</u> - Write short captions independently. - write a simple sentence with support from an adult - Spell to write words independently using Phase 2 and some taught Phase 3 digraphs - hear sounds in longer words and represent these with letters and/or digraphs - use recently introduced vocabulary in my writing. - Use a comfortable / tripod grip when writing to develop a handwriting style which is accurate and efficient - Use set 1 digraphs in my writing <u>Pen control</u> • See physical development.	<u>I will learn to:</u> - write short sentences independently. - Read my writing back to myself to make sure it makes sense - Spell more complex words, using my phonics knowledge - Use set 2 digraphs in my writing - spell some common exception words correctly <u>Pen control</u> • See physical development.	<u>I will learn to:</u> - Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. - Write different text forms for different purposes (e.g., lists, simple stories, instructions - Make my writing neat so I can read my own sentences and so can my teachers <u>Pen control</u> • See physical development.

From ELG 2021

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.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
MATHS	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.					
Mastering Number	• Subitising within 3 • Focus on counting skills • Explore how all numbers are made of 1s - Focus on composition of 3 and 4 • Subitise objects and sounds • Comparison of sets - 'just by looking' • Use the language of comparison: more than and fewer than	• Focus on counting skills • Focus on the 'five-ness of 5' using one hand and the die pattern for 5 • Comparison of sets - by matching • Use the language of comparison: more than, fewer than, an equal number • Explore the concept of 'whole' and 'part' • Focus on the composition of 3, 4 and 5 • Practise object counting skills • Match numerals to quantities within 10 • Verbal counting beyond 20	• Subitise within 5 focusing on die patterns • Match numerals to quantities within 5 • Counting – focus on ordinality and the 'staircase' pattern • See that each number is one more than the previous number • Focus on 5 • Focus on 6 and 7 as '5 and a bit' • Compare sets and use language of comparison: more than, fewer than, an equal number to • Make unequal sets equal	• Focus on the 'staircase' pattern and ordering numbers • Focus on ordering of numbers to 8 • Use language of less than • Focus on 7 • Doubles – explore how some numbers can be made with 2 equal parts • Sorting numbers according to attributes - odd and even numbers	• Counting – larger sets and things that cannot be seen • Subitising – to 6, including in structured arrangements • Composition – '5 and a bit' • Composition - of 10 • Comparison – linked to ordinality • Play track games	• Subitise to 5 • Introduce the rekenrek • Automatic recall of bonds to 5 • Composition of numbers to 10 • Comparison Number patterns • Counting
	From ELG 2021 Mathematics — 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. Mathematics — 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.					

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
MATHS	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.					
Master the Curriculum	<u>Match, Sort, 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>Circles and triangles</u> - Identify and name circles and triangles • Compare circles and triangles • Shapes in the environment • Describe position <u>It's Me 123</u> - Find 1, 2 and 3 • Subitise 1, 2 and 3 • Represent 1, 2 and 3 • 1 more • 1 less • Composition of 1, 2 and 3 <u>Talk about measures</u> - Compare size • Compare mass • Compare capacity • Explore simple patterns • Copy and continue simple patterns • Create simple patterns	<u>Mass and Capacity</u> - Compare mass • Find a balance • Explore capacity • Compare capacity <u>1 2 3 4 5</u> - Find 4 and 5 • Subitise 4 and 5 • Represent 4 and 5 • 1 more • 1 less • Composition of 4 and 5 • Composition of 1 – 5 <u>Shapes with 4 sides</u> - Identify and name shapes with 4 sides • Combine shapes with 4 sides • Shapes in the environment • My day and night	<u>Alive in 5</u> - Introduce zero • Find 0 to 5 • Subitise 0 to 5 • Represent 0 to 5 • 1 more • 1 less • Composition • Conceptual subitising to 5 <u>Growing 6 7 8</u> - Find 6, 7 and 8 • Represent 6, 7 and 8 • 1 more • 1 less • Composition of 6, 7 and 8 • Make pairs-odd and even • Double to 8 (find a double) • Double to 8 (make a double) • Combine 2 groups • Conceptual subitising <u>Length Height and Time</u> - Explore length • Compare length • Explore height • Compare height • Talk about time • Order and sequence	<u>How Many Now?</u> - Add more • How many did I add? • Take away • How many did I take away? <u>Sharing and Grouping</u> - Explore sharing • Sharing • Explore grouping • Grouping • Even and odd sharing • Play with and build doubles <u>Explore 3D Shape</u> - Recognise and name 3-D shapes • Find 2-D shapes within 3-D shapes • Use 3-D shapes for tasks • 3-D shapes in the environment • Identify more complex patterns • Copy and continue patterns • Patterns in the environment	<u>Building 9 & 10</u> - Find 9 and 10 • Compare numbers to 10 • Represent 9 and 10 • Conceptual subitising to 10 • 1 more • 1 less • Composition to 10 • Bonds to 10 (2 parts) • Make arrangements of 10 • Bonds to 10 (3 parts) • Doubles to 10 (find a double) • Doubles to 10 (make a double) • Explore even and odd <u>To 20 and Beyond</u> - Build numbers beyond 10 (10 -13) • Continue patterns beyond 10 (10-13) • Build numbers beyond 10 (14-20) • Continue patterns beyond 10 (14-20) • Verbal counting beyond 20 • Verbal counting patterns	<u>Manipulate, compose and decompose</u> - Select shapes for a purpose • Rotate shapes • Manipulate shapes • Explain shape arrangements • Compose shapes • Decompose shapes • Copy 2-D shape pictures • Find 2-D shapes within 3-D shapes <u>Visualise, build, map</u> - Identify units of repeating patterns • Create own pattern rules • Explore own pattern rules • Replicate and build scenes and constructions • Visualise from different positions • Describe positions • Give instructions to build • Explore mapping • Represent maps with models • Create own maps from familiar places • Create own maps and plans from story situations
	From ELG 2021 Mathematics — 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. Mathematics — 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 RE / Festivals

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

AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

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.

I will learn:

- About my own life story e.g. changing from a baby to a toddler, to a young child and begin to understand what comes next e.g. bigger, stronger, taller, older
- How to name and describe my family members and my family history
- about my senses
- About the season of autumn
- To identify a range of weather types and talk about the weather in autumn
- how to show understanding and care for the natural world – animals who hibernate
- about the differences of man made and natural materials through hands-on exploration of autumn treasure
- to build a positive attitude to differences between people
- about the stories, traditions, food, music, dancing, special places and peoples to celebrate Diwali**

I will learn:

- About events from the past (Bonfire Night, Remembrance Day) through settings, characters (Guy Fawkes, Edith Cavell) from books read in class and storytelling.
- About the patron Saint of Scotland, St Andrew
- How to describe the environment using all my senses in outdoor learning
- About special places for members of the community – Church visit
- About similarities and differences between different religious and cultural communities within this country e.g. Diwali / Christmas
- How the weather is changing as we move into winter
- About the forces I can feel in the world around me

I will learn:

- How places Spencer Bear has visited in Holmfirth have changed from the past
- How to show understanding and care for the natural world –linking to Traditional Tales
- To find places and draw information from a simple map (linking to Little Red Riding Hood)
- Explore the effect of weather and learn about winter
- About the stories, traditions, food, music, dancing to celebrate Lunar New Year
- About the changes in the materials used when making pancakes
- About St Valentine

I will learn:

- To talk confidently to adults and peers to describe my family and local community and another community (Around the World Topic)
- To make comparisons between Holmfirth and other countries around the world and explain the similarities and differences in environments
- About toys from the past, what my Mummy played with (Mother's Day event) compared to what I play with.
- why the Church is special at Easter time.
- How to follow a simple map on our Easter Egg hunt
- About how the weather is starting to change as we enter spring
- About the patron saint of Wales and Ireland (St David and St Patrick)
- About the stories, traditions, food music, dancing , special places and people to celebrate Eid

I will learn

- To explore the natural world around me, making observations and drawing pictures of animals and plants.
- About the life cycles of flowers and plants and the processes
- The market and the farm and who works at them and what they sell / look after
- About the life cycles of frogs – visiting the pond and observing the frog spawn and how to care for the natural world
- About World Bee Day to help me understands how to care for the natural world.
- About the patron saint of England, St George

I will learn

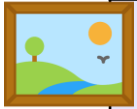
- About places in Holmfirth to make comparisons with photos from the past – comment on similarities/differences
- About people in Holmfirth who we are familiar with (shops keepers, police officers, librarian, etc)
- about summer, the weather and the changing seasons
- about the seaside and compare it to Holmfirth
- About ice cream, freezing and melting
- About Pride, building a positive attitude to differences between people

From ELG 2021 Understanding the World —

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
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 in class; Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and 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.

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.



AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

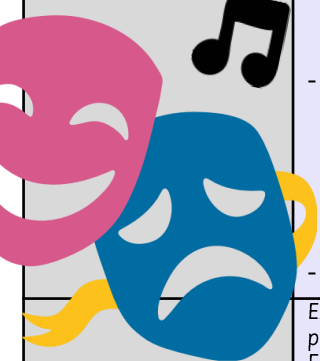
SUMMER 1

SUMMER 2

EXPRESSIVE ARTS AND DESIGN

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.

- lots of links to Fine Motor Skills.
- Children to explain their work to others.
- Children will have opportunities to learn and perform songs, nursery rhymes and poetry



THE PLAN SHOWS SKILLS TAUGHT WITH EXAMPLES OF ADULT LED ACTIVITIES – THE CHILDREN'S EXPERIENCE OF EXPRESSIVE ARTS AND DESIGN WILL NOT BE LIMITED TO THESE AND CHILDREN WILL BE ENCOURAGED TO EXPLORE THIS AREA WITH INDEPENDENCE

Creating with Materials

I will learn to:

- Explore artistic materials and resources freely to create designs and explore colour – using the Colour Monster hook and Kandinsky learning to inspire me
- Design and create through exploration – self portraits, Divas, outdoor learning
- Refine my previous knowledge from nursery on joining materials and artistic effects – cold glue, paper clips, split pins, & hole punch with treasury tags – making houses for the Three Little Pigs

Being imaginative & Expressive

I will learn to:

- play imaginatively and use props in role play activities
- Explore and engage in music making and dance – Halloween and Diwali dancing
- Learn the names of instruments
- Sing nursery rhymes

Creating with Materials

I will learn to:

- Use a range of materials, joining them together and explore colour – making fireworks, Christmas decorations, outdoor learning

Being imaginative & Expressive

I will learn to:

- Develop storylines through my play, creating small world set ups – Space Station, Christmas Village
- Explore and engage in music making and dance – firework dancing, Highland dancing Christmas performance.
- Learn about tuned and untuned instruments and volume
- Singing and performing in the Christmas performance

Creating with Materials

I will learn :

- To use a range of tools to create complex designs – making lanterns, bear puppet making, Valentines Day cards
- About different forms of art e.g. abstract, watercolours, 3D models.
- About Claude Monet - Snow

Being imaginative & Expressive

I will learn to:

- Develop storylines in play, creating more complex small world set ups with their peers/adult – Goldilocks and the 3 Bears
- Sing showing an increasing understanding of melody and pitch – singing assembly
- Explore and engage in music making and dance – dragon dance
- Yolanda Brown: Bass Face – pitch (comparing instruments with notably different pitches)

Creating with Materials

I will learn:

- Explore and use a range of artistic techniques – using previous learning and outdoor art techniques to make Mother's Day and Easter cards
- About the artist Luke Jerram
- To create collaboratively, sharing ideas, resources, and skills – creating a team planet Earth piece of art

Being imaginative & Expressive

I will learn to:

- develop storylines in play, creating more complex small world set ups with my peers.
- Invent, adapt and recount narratives
- Sing and engage in music making and performance – Mother's Day event
- Sing in a group or on their own and able to match pitch and melody
- Yolanda Brown: Funky Elephant Walk – rhythm and pulse.

Creating with Materials

I will learn to:

- Explain the creation process & evaluate effectiveness – building a small world frog pond for the Five Little Speckled Frogs
- Use design, form, colour and texture – Vincent Van Gogh Sunflowers

Being imaginative & Expressive

I will learn to:

- Perform a range of songs and stories – nursery rhyme karaoke, traditional tale retell
- Further explore and engage in music making and dance performing solo or in groups – Maypole dancing, 'frog marching'
- I'm in the band! (trying different instruments, singing, working together to produce and perform a piece of music)

Creating with Materials

I will learn to:

- Take photographs with the ipad and create a summer collages
- take photographs of places Holmfirth and use them to make buildings using junk modelling
- Explore and refine the artistic skills I have learnt this year – Father's Day crafts

Being imaginative & Expressive

I will learn to:

- Express myself with my singing and performance skills in the Summer Show
- Use the puppet theatre and narrate my own storylines
- Develop my role play skills with my peers and use even more vocabulary
- Bring the Noise – Summertime (pulse, pitch, playing as an ensemble)

Expressive Arts and Design — 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.

Expressive Arts and Design — 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.