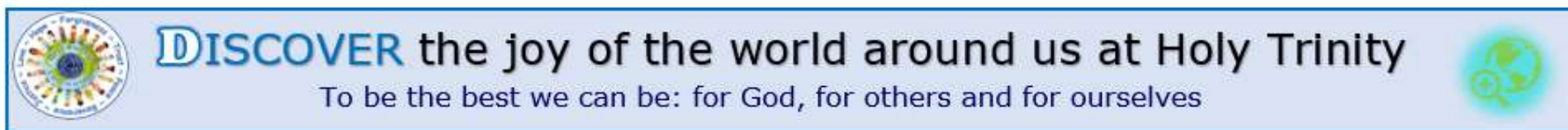




Curriculum Long Term Plan Reception 2023 - 2024





D ISCOVER	I NCLUSIVE	S KILLS	C REATIVITY	O PPORTUNITY	V ISION	E XPECTATIONS	R ESILIENCE	Y OURSELF
Discover the joy of the world around us	An inclusive curriculum for all	Develop new skills	Promote creativity	Open up new opportunities	Learn through our Christian vision	Have high expectations for all	Instil resilience	Learn about yourself

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 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.

Overarching principles

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 and positive partnerships between all staff and families. This promotes independence across the EYFS curriculum and both school and families are united and can work together.

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 on learning over time.

Learning and Development: Children develop and learn at different rates. We must be aware of all children and support those who need greater support than others



DISCOVER the joy of the world around us at Holy Trinity

To be the best we can be: for God, for others and for ourselves



At Holy Trinity, our pupils are taught in a safe and caring environment, with high expectations and where success is rewarded and celebrated.

We achieve this by:

- Developing character and resilience
- Encompassing the arts, languages, music and the humanities as well as Science and Maths
- Providing children with the knowledge they are entitled to as part of their cultural inheritance
- Curriculum content has been carefully selected by subject experts
- The curriculum is well organised, ensuring children can build on their knowledge from year to year
- Children progress and develop deeper conceptual understanding and subject specific skills over time

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	I am special Starting school and my new class Past / Present - My family Relationships/feelings What am I good at? Why am I special?	Let's celebrate Bonfire night Celebrations Diwali The Nativity & Christmas Seasonal changes / Weather Night and Day animals	Superheroes Help in the community - Fireman / Police / Doctors / Nurses Family Job roles / Careers Florence Nightingale / Mary Seacole	Clean up Marine life Life in the Caribbean Seaside art Reduce, Reuse & Recycle Land speed record & Southport Beach	Growing The great outdoors Plants & Flowers Weather / seasons Planting beans/seeds Sunflower Art- Materials Making sculptures - Andy Goldsworthy Where do we live in the UK / world?	Amazing animals Life cycles Eggs Minibeasts The Farm Habitats Farm animals/trip Mapping our community
	Harvest Harvest Festival / Foodbanks in our community					
Enrichment activities / Events	World Smile Day Tour of Church Family dining experience Autumn walk - Hesketh Park	Guy Fawkes / Bonfire Night activities Christmas Time/ Nativity Remembrance day Diwali Day 12 th November Trip to the Post box	Winter Walk Nurse /police officer/vet/soldier visit Valentines day Library Visit Chinese New Year	Mother's Day World Book Day Easter activities Pancake day Marine Life Experience	Spring Walk (End of April/Early May) Local place of worship visit	Visit to the farm Living Eggs Caterpillars to Butterflies End of year celebration Pet visit Transition to Year 1
Enrichment Texts	The Something	Star in a jar	Juniper Jupiter	Little Red	The Extraordinary Gardener	The Storm Whale



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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.

Maths	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
We use the White Rose Maths planning and the NCETM - Mastering Number resources to plan our mathematical provision. We also ensure that there are lots of opportunities for mathematical experiences in the continuous provision which are planned for weekly.						
Number and Numerical Patterns Outcomes	Getting to know you Key times of day, class routines. Where do things belong? Positional language. 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 x2 weeks Taking away x2 weeks	Doubles Sharing and grouping Odd and Even Spatial reasoning Deepening understanding x2 weeks Patterns Consolidation
Taught Number rhymes	Two little dickie birds Three blind mice Three hungry ants Tick tock tick tock I'm a little cuckoo clock Five little ducks Five currant buns	Five little monkeys Five little speckled frogs Five little men Five little fish	Five fat sausages 1,2,3,4,5 once I caught a fish alive One, two buckle my shoe	Ten green bottles Ten in a bed Dr Knickerbocker One potato, two potato Five eggs and five eggs Ten sleepy fingers	Continuation of all rhymes	Continuation of all rhymes



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Communication and Language is developed throughout the year through high quality **back and forth interactions**, daily group discussions, whole class sharing, stories, nursery rhymes and poems, singing, speech and language interventions and EYFS performances. The development of children's spoken language underpins all seven areas of learning and 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 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**.

Communication and Language	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening, Attention and Understanding	DAILY STORY TIME Story of the week and pre selected key vocab DAILY RHYME TIME (inc poems) Settling in activities All About me activities Sharing facts about me Making friends	DAILY STORY TIME Story of the week and pre selected key vocab DAILY RHYME TIME (inc poems) Tell me a story - retelling stories from reading spine and known stories Story language Following instructions Taking part in discussions Understanding how to listen carefully and why listening is important. Use new vocabulary through the day	DAILY STORY TIME Story of the week and pre selected key vocab DAILY RHYME TIME (inc poems) Retell a story using story language Listen to and talk about stories to build familiarity and understanding Ask questions to find out more and to check they understand what has been said top them Describe events in detail	DAILY STORY TIME Story of the week and pre selected key vocab DAILY RHYME TIME (inc poems) Describing events in detail Non-fiction texts to support children knowledge of the world around them Hold conversations with adults and peers, engaging in back and forth exchanges Using language from Word Hierarchy's in the room	DAILY STORY TIME Story of the week and pre selected key vocab DAILY RHYME TIME (inc poems) Re-read stories so children have a deeper understanding of the language being used, can talk about what is happening in the story and the illustrations and relate this to their own lives Develop knowledge of a range of vocabulary	DAILY STORY TIME Story of the week and pre selected key vocab DAILY RHYME TIME (inc poems) Read books from reading spines, fiction and non-fiction, that will extend children's knowledge of the world and illustrate a current topic. Continue to develop children's range of vocabulary
Speaking	Model talk routines through the day e.g. when arriving at school "Good morning, how are you?"					
Outcomes						
Nursery rhyme / Poem in focus	Head, shoulders, knees and toes (English) Toast in the toaster Hands are clapping Two little dickie birds Three blind mice Three hungry ants Tick tock tick tock I'm a little cuckoo clock Five little ducks Five currant buns Hickory dickory dock Row row row your boat The wheels on the bus	Five little monkeys Five little speckled frogs Five little men Hey diddle diddle It's raining it's pouring Incy wincy spider I hear thunder Mr Sun Old McDonald Zoom Zoom Zoom	Five fat sausages If you're happy and you know it 1,2,3,4,5 once I caught a fish alive One, two buckle my shoe Jack and Jill Humpty Dumpty Miss Polly had a Dolly	Dr Knickerbocker Ten green bottles Ten in a bed BINGO Alphabet song One potato, two potato Five eggs and five eggs Ten sleepy fingers	I can sing a rainbow Mary Mary quite contrary Down in the jungle Lcky sticky bubblegum	I'm so happy Head, shoulders, knees and toes (Spanish) Caterpillar poem There's a tiny caterpillar on a leaf There's a worm at the bottom of the garden
Performance Rhyme / Poem / Song	Open shut them	Away in a manger	Wind the bobbin up	Hot cross buns	A tiny seed was sleeping	I'm so happy



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Children will be working in different groups for Read, Write Inc (RWI). The focus will be on consolidation of Set 1 and 2 sounds, Green words, Ditty sheets, Red Ditty Books and working through the different coloured bands. Children will work through the RWI programme, based on the half termly assessments and sessions will be matched to individual needs.

Our goal is for children to:

1. Work out unfamiliar words quickly – including new vocabulary and names.
2. Read familiar words speedily – that is, words they have been taught.
3. Read texts - including the words they have been taught – fluently.

English	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Word Reading/ Phonics Outcomes	Phonics Sounds: RWI Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers Read 26 Set 1 sounds Blend orally Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Phonics Sounds: RWI Read 26 Set 1 sounds Blend orally Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers Read 26 Set 1 single letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.4 Spell using Fred Fingers	Phonics Sounds: RWI Set 1 Special Friends Read words with Special Friends: Word Time 1.5 and 1.6 Read Word Times 1.1 to 1.4 Read 3-sound nonsense words Spell using Fred Fingers	Phonics Sounds: RWI Review Set 1 Sounds Read 4/5 sound words: Word Time 1.6 and 1.7 Read Word Time 1.1 to 1.5 Read 3/4 sound nonsense words Spell using Fred Fingers	Phonics Sounds: RWI Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	Phonics Sounds: RWI Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers



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English	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
High Quality Texts as a stimulus	The Something	Star in a Jar	Juniper Jupiter	Little Red	The Extraordinary Gardener	The Storm Whale
Writing Outcome & Writing Purpose						
	Narrative: A Friendship and animal them Purpose: To tell and write sentences around a theme	Narrative: A star theme Purpose: To tell and write sentences around a theme	Narrative: A superhero theme Purpose: To tell and write sentences around a theme	Narrative: A traditional tale theme Purpose: To tell and write sentences around a theme	Narrative: A plant growing theme Purpose: To tell and write sentences around a theme	Narrative: A seaside theme Purpose: To tell and write sentences around a theme
	Recount: Animal information Purpose: To inform	Recount: Poster to find a lost star Purpose: To inform (and describe)	Recount: A letter wanting to be a sidekick Purpose: To inform	Recount: How to trap an animal Purpose: To instruct	Recount: How to grow a garden plant / vegetable Purpose: To instruct	Recount: Sea creature poems Purpose: To describe



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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.

Understanding the World	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Past and Present	Talk about members of their immediate family and community. Share family pictures, create a family timeline. Discuss different types of families. Name and describe people who are familiar to them.	Timeline of events throughout Autumn term (Learning Journey)	Significant person from the past – Florence Nightingale / Mary Seacole	Explore the significance of Southport Beach in relation to Car racing and land speed records. Timeline of events throughout Spring term (Learning Journey)		Timeline of events throughout Summer term / order events across the year.
People, Culture and Communities	Draw a simple map – linked to Autumn walk.	Recognise that people have different beliefs and celebrate special times in different ways People who help us – Night time jobs	Talk about people the children may have come across within their community – nurses, police, firefighters, doctors, teachers.	Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one they live in.	Understand that some places are special to members of their community – Holy Trinity Church / Southport Mosque / St Marie's Church.	Explore our local environment. Draw a simple map of the local area.
The Natural World		Explore the natural world around them/ describe what they see, hear, feel (Autumn walk) (Light and Dark) All about Iceland Nocturnal / Diurnal Animals	Explore the natural world around them/ describe what they see, hear, feel (Winter walk late January) Explore the natural world around them (natural processes melting, freezing)	Exploring environmental issues related to the beach/ocean and the beaches of the world. Explore the natural world around them (single use plastic/caring for our world)	Explore the natural world around them/ describe what they see, hear, feel (signs of Spring walk) Understand the effect of changing seasons on the natural world around them - Growing from seeds and harvesting what we grow	Explore the natural world around them/ describe what they see, hear, feel (observations of animals and plants) Explore the natural world around them (shadows) Recognise some environments that are different to the one they live in (animals around the world)
Progression Links		Science Y1 Seasons Science Y5 States of matter	History Y5 Victorian period Science Y1 Seasons	History Y1 Seaside Now and Then Geography Y5 Coasts Science Y3,5 Environmental	Science Y1-3,5 Plants	Science Y2 Habitats Science Y1 Seasons Science Y3 Shadows Geography Y1-6 Mapping



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Understanding the World	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religious Education	<u>Understanding Christianity Unit F1</u> Why is the word 'God' so important to Christians?	<u>EYFS 4 – Christmas</u> How do we celebrate Jesus' birthday? World Faith Link: Hinduism, Why do Hindus light candles at Diwali?	<u>EYFS 5 – Stories Jesus heard</u> What stories did Jesus hear when he was a child?	<u>EYFS 7 – Easter</u> Why do Christians believe that Easter is all about love?	<u>EYFS 10 – Prayer</u> What is prayer? World Faith Link: Buddhism, Islam, Judaism	<u>EYFS 3 - Special People</u> Why do Christians believe Jesus is special? World Faith Link: Buddhism Islam Sikhism
Christianity	<u>EYFS 2 - Harvest</u> Why do people of faith say thank you to God at Harvest time?		<u>EYFS 6 - Stories Jesus told</u> Why did Jesus tell stories?		<u>EYFS 9 - Special Places</u> What makes a place holy? World Faith Link: Hinduism, Islam	
Places of Worship visits	Holy Trinity Church – Welcome Tour Harvest Worship	Holy Trinity Church – Christmas Worship Weekly Worship	Holy Trinity Church – Weekly Worship	Holy Trinity Church – Easter Worship Weekly Worship	Holy Trinity Church – Weekly Worship St Marie's Church – Local Church visit	Holy Trinity Church – End of year celebration Weekly Worship
Other Religions		What times are special and why? Diwali	What times are special and why? Chinese New Year	What times are special and why? Eid al-Fitr Ramadan		
Christian Value	Generosity	Compassion	Perseverance	Courage	Friendship	Truthfulness



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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. Giving the children an insight into new musical worlds. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops

Expressive Art & Design	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creating materials & Being imaginative and expressive We use the KAPOW planning scheme – particular lessons are selected to complement our curriculum.	Mark making with - wax crayons, felt tips, chalk. (KAPOW) Observational pencil drawings. (Linked to Autumn/Harvest) (KAPOW) Drawing faces. (KAPOW) To draw a self-portrait (enclosing lines): draw definite features. (KAPOW) Build stories around toys (small world) use available props to support role play Making Pumpkin Soup - Food Feelings: taking photos of children acting out emotions Beginning to mix colours (Colour monster) Drama conventions through literacy	Use different textures and materials to make firework pictures - finger painting and group art (KAPOW) Van Gogh Starry Night: I can produce a piece of artwork using an artists style as a stimulus I can explore how colour can be changed I can talk about a famous artist. Autumn Craft (KAPOW) Nature Wreaths Christmas decorations (KAPOW), Christmas cards, Christmas songs/poems Divas, linked to Diwali The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories Role Play of The Nativity	KAPOW Craft Unit Cutting Skills Threading Skills Joining materials KAPOW Paper Dragons - Chinese New Year . Drama conventions through literacy	Make different textures; make patterns using different colours Mother's Day crafts Create collaboratively: Recycled materials art project Making models from recycled materials: link to keeping our sea clean Easter crafts printing, Using clay to make a coil pot (link to the curled shell in Sharing a Shell) Drama conventions through literacy	Summer craft - Mandala Catchers (KAPOW) Flowers-Sun flowers (Van Gogh) Create collaboratively: Children will explore ways to protect the growing of plants by designing scarecrows. Make own scarecrows using split pins - mechanisms Drama conventions through literacy	Create collaboratively: making 3d ladybird shells: papier mache: working in pairs KAPOW - Designing, making and painting animal sculptures Designing and Making Bird feeders Father's Day Crafts Drama conventions through literacy
Music We use the Charanga Music scheme and resources to plan our music provision. We also ensure that there are lots of opportunities for musical experiences within the continuous provision and within communication and language sessions.	Me Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place		Everyone Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place		Big Bear Funk Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place	



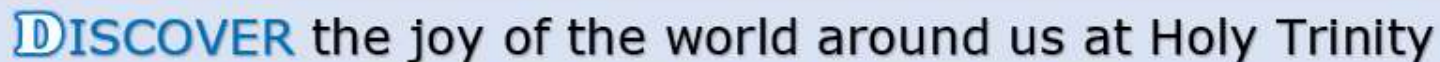
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Children's personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **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**.

Personal, Social, Emotional Development	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Managing Self Self regulation Building relationships	See themselves as a valuable individual – within their family /school. Develop sense of responsibility and membership of community. Ownership of class rules e.g take turns, wait, tidy up. Increasingly following class rules and recognising their importance. Understand the importance of sharing and cooperating with friends.	Find solutions to conflicts and rivalries. Build constructive and respectful relationships. Recognise what we mean by kindness.	Talk with others to solve conflicts. Talk about their feelings using adjectives. Identify own feelings socially and emotionally.	Understand how others might be feeling. Express their feelings and consider the feelings of others. Moderate own feelings socially and emotionally.	Show resilience and perseverance in the face of a challenge. Manage their own needs. Recognise and highlight own interests. Recognise our mistakes. Set goals and consider how to achieve them. Embed self management of own needs – good hygiene, understanding of healthy foods etc.	Self reflect on their own work and evaluate it with support. Learn from our mistakes. Reflect on whether we achieve our goals and evaluate.
Manage their own needs Personal Hygiene	Toilet/Handwashing Family dining / Mealtimes Zipping / Buttoning coat	Importance of physical activity Shoes on/off Being a safe pedestrian	Smartie the Penguin (Online safety) Having a good sleep routine	Getting dressed for PE Sensible amounts of screen time Being a safe pedestrian	Healthy eating Oral hygiene focus	NSPCC 'PANTS' Private parts Being a safe pedestrian
High Quality Texts	The Invisible String The Colour Monster Super Duper You ABC'S of Kindness Ruby's worry All are welcome Squirrels who squabbled Meesha makes friends Table manners for Tigers	Kind ABC's of Kindness Miss Molly's school of kindness Elmer's friends Hello friend My pet star Under the love umbrella	Have you filled a bucket today? In my heart The Lion inside Ruby's worry	Clean up Sharing a shell My monster and me Ravi's Roar	The Koala who could Jabari jumps Mathew's dream Giraffes can't dance	It's my body Stuck The dot Shaking things up



To be the best we can be: for God, for others and for ourselves

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. By creating games and providing opportunities for play both indoors and outdoors, children can 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**.

Physical Development	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fine motor Staff to check continuously the process of children's handwriting (pencil grip and letter formation including directionality)	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Tripod Pencil Grip Taking shoes off and putting them on Using a knife and fork for cutting / eating	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / zips Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego
Gross motor Extra Curricular - • PDS Coaching • Diddi Dance Company	The PE HUB • Gymnastics To develop confidence in fundamental movements To experience jumping, sliding, rolling, moving over and under and on apparatus To develop coordination and gross motor skills • Dance Recognise that actions can be reproduced in time to music, beat patterns and different speeds. Perform a wide variety of dance actions both similar and contrasting. Copy, repeat and perform simple movement patterns.	The PE HUB • Gymnastics To develop confidence in fundamental movements To learn and refine a variety of shapes, jumps, balances and rolls To link simple balance, jump and travel actions • Dance Count and move to beats of 8. Copy and repeat movement patterns. Work as an individual, in partners and as a group.	The PE HUB • Body Management Explore balance and managing own body inc manipulating small objects. Able to stretch, reach, extend in a variety of ways and positions. Able to control body and perform specific movements on command. • Manipulation & Co-ordination Send and receive a variety of objects with different body parts Work with others to control objects in a space. Coordinate body parts such as hand-eye, foot-eye, over a variety of activities in different ways.	The PE HUB • Body Management Explore a variety of rolling, sliding and slithering. Jump using a variety of take offs and landings, moving on and off low apparatus using hands and feet in a variety of combinations. Participate in a variety of small group and cooperative tasks. • Manipulation & Co-ordination Coordinate similar objects in a variety of ways. Differentiate ways to manoeuvre objects. Skip in isolation and with a rope.	The PE HUB • Speed, Agility & Travel Travel with some control and coordination. Change direction at speed through both choice and instructions. Perform actions demonstrating changes in speed. Stop, start, pause, prepare for and anticipate movement in a variety of situations. • Co-operation & Solve Problems Organise and match various items, images, colours and symbols. Work with a partner to listen, share ideas and question / choose. Move confidently and cooperatively within a space.	The PE HUB • Speed, Agility & Travel Participate in a variety of agility based activities moving and controlling objects. Recognise the different between actions such as moving softly, quietly, quickly, powerfully etc. Relate body movements to music and percussion beats. • Co-operation & Solve Problems Copy and repeat various patterns and actions. Continue to work in teams. Solve more complex tasks.
	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. Outdoor big equipment & climbing, 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 as options From Development Matters: * 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. * Combine different movements with ease and fluency. * Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. * Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. * Develop overall body-strength, balance, co-ordination and agility. * Develop the foundations of handwriting style which is fast, accurate and efficient. * Know and talk about the different factors that support their overall health - regular physical activity / healthy eating / toothbrushing / sensible amounts of screen time / good sleep / safe pedestrian. * Further develop the skills they need to manage the school day successfully: lining up / queuing / mealtimes / personal hygiene.					



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Computing in EYFS - Children will experience having their lessons brought to life through the use of ICT. They will become responsible digital citizens who are able to make the most of opportunities presented by the changing digital world. They will think about the safe use of the internet before accessing online material and know who to turn to for help when needed. The children will be able to confidently debug and solve problems.

Computing	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	Identify everyday technology: links to technology at home Make marks on a digital device to communicate their ideas To screenshot using the home and lock buttons interact with simulation software - use a package to produce a picture on screen - understand that 'output' is the result of a trigger (pressing the play button) - control a programmable toy - talk about how everyday technology is controlled SMART RULES: to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true	To know that ICT may be used to communicate information electronically - use of QR codes. To know that digital devices can present information in a variety of ways - use of QR codes. To navigate their way around an iPad and operate several apps confidently To understand the basic functions of an iPad (home button, lock button and volume buttons) SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true	Use a range of devices to record information in a range of formats (text, image, sound) Online Safety - Smarty the penguin. SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true	To use programmable toys including use of basic coding skills. SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true	To know the difference between computer based activities (painting changes can easily be made, text can be deleted etc) and real life activities. To use programmable toys including use of basic coding skills. SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true	To log into purple mash - using their username and password. To know that information may be stored on a digital device - explore a website - collect and sort information using ict - produce a simple program SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true



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In the EYFS it is a necessary requirement for settings to educate children about other cultures, languages and countries. Each of the four themes – A Unique Child, Positive Relationships, Enabling Environments, Learning and Development – has a principle, or, attached to the principle, a commitment related to learning about other people, respecting each person for who they are and learning to communicate in different ways. The principles state that children are especially interested in other people and in communicating with them using different methods to have ‘conversations’. The EYFS also highlights that children are sociable and curious, exploring the world through relationships with others and through all their senses, and that they develop their competence in communicating through having frequent, enjoyable interactions with other people in contexts which they understand.

Spanish	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	Greetings		Nursery rhymes		Numbers	
					Colours	
	We use Language Angels planning to teach short, precise Spanish lessons. This is taught in ‘a step-by-step approach’. The three ‘pillars’ of language learning (phonics, grammar and vocabulary) are all built into the scheme and, as pupils progress through the units and teaching types, previous language is recycled, revisited and consolidated.					



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	Before Starting school	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessment opportunities		In-house - Baseline data on entry National Baseline data by end of term Phonics assessments Parents evening information LDST Meetings / Moderation	On going assessments Pupil progress meetings End of term Assessments Phonics assessments LDST Meetings / Moderation	On going assessments Parents evening info End of term Assessments Phonics assessments LDST Meetings / Moderation	On going assessments Pupil progress meetings End of term Assessments Phonics assessments LDST Meetings / Moderation	On going assessments End of term Assessments Phonics assessments LDST Meetings / Moderation	Pupil progress meetings Phonics assessments EOY data School reports LDST Meetings / Moderation
Parental Involvement	Welcome meeting: Parent Presentation Stay and Play Sessions Teddy Bears Picnic Pre School Transition Visits	Class dojo involvement Family dining / school lunch Parents evening Harvest Service Church Learning Journey- Classroom Visit	Class dojo involvement Nativity Performance Christmas Service Church Oral hygiene support session Learning Journey- Classroom Visit	Class dojo involvement Art exhibition Parents Evening Easter Service Church Learning Journey- Classroom Visit	Class dojo involvement Learning Journey- Classroom Visit	Class dojo involvement Learning Journey- Classroom Visit	Class dojo involvement School reports and option of meeting End of year family assembly



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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
ELG: 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 ELG: 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.	ELG: Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.	ELG: 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. ELG: 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, paint brushes and cutlery. Begin to show accuracy and care when drawing.	ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG: Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	ELG: Number Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG: Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	ELG: Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.