




Broughton Academy Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>This learning overview provides an insight into the children's learning experiences throughout their Reception Year. The learning opportunities will also continue to be enhanced over the year as children build up their own unique experiences and share ideas with their friends, as is the ethos of the EYFS. Through the continuous provision children are given lots of opportunities for child-initiated investigation and play. This approach allows children to discover and test new things independently, consolidate new learning and gain a deeper understanding. This approach, we believe, helps them to become more independent through the Characteristics of Effective Learning that we are promoting.</p> <p>Playing and Exploring, Active Learning, Creative and Thinking Critically</p>						
Focus	All about Me	Celebrate with Me	Let's be Explorers	Brilliant Broughton!	Come Outside!	Let's take a trip!
Main Themes	Baseline observations Show me who lives in your house How have I changed since I was a babu? Can you make Miss Pollu's dollu better? What makes people special to me and others? Show Broughton Bear what he will see in Autumn.	Can you celebrate Divali like a Hindu? Can you show Broughton Bear what it's like on Bonfire Night? Let's celebrate the work of Kandinsky. Broughton Bear is 5! Let's get ready for his birthday. Come to a wedding. Add to MTP Help Santa find Rudolf. I can retell parts of the Christmas Story.	Show Broughton Bear what he will see in Winter. Get ready to be a great explorer I can be a Polar Bear expert. I can look after my babu penauin Can you earn your astronaut mission badge like Tim Peake and Helen Sharman? Can we welcome the aliens?	Can you retell the Gruffalo What can you see in the woods? I Spu Broughton Help Pilot Tommu find St Lucia! (Comparison to Broughton) Open the Book-What's in the Easter Story? Peep through the doors. what can you see in Broughton church?	Can you be a spring superhero? Tell me about a frog and its life. What do seeds need to grow? Look through the magnifying glass. describe what minibeasts you can see? Fun Run week- How can we be as healthy as can Be?	Washday Blues-What was life like in the past? A trip to London on the big red bus! Can you protect the Crown Jewels like a Beefeater Guard? Let's create a Coral Reef for the Octonauts? Can you be part of the Pirate Crew? People who help us
Celebrations & Experiences	Starting School. Halloween. Autumn Walk. Invite families in Visit from a babu Parent Meeting	Diwali. Bonfire Night. Children in Need. Remembrance Day. Forest School -roasting marshmallows Making food from other Cultures- Hindu sweets Advent. Christmas Nativity Stay and Play Skills Sacks Parents Evening	Alien day and Alien party-parent stay and play Learning about Space with Y5 Chinese New Year Meal Safer Internet Day Skills Sacks	Gruffalo Hunt - Broughton Woods World Book Day Visit to the Church Walk In Broughton Commonwealth Week Making a banana smoothie Mother's Day Parents Evening Story Sacks	Planting Fun Run Forest school-minibeast hunt Pond Dipping Visits from pre-school children bring Story Sacks	Trip to Normanby Park Visits from different occupations. firefighter. police. midwife. librarian. Father's Day Sports Day. Parents Reading Afternoon Reports
<p>Communication and Language</p> <p>Statutory Guidance from the EYFS Framework for Communication and Language:</p> <p>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.</p>						
The Reception Year provides the foundation for communication and language skills	<p>The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for</p>					

children will build upon in Year one.	discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the 6 years of primary education form part of the national curriculum.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ongoing Communication and Language skills developed throughout the year	<ul style="list-style-type: none"> Children will continue to learn new vocabulary and its meaning. Children will continue to use new vocabulary in conversations and discussions – with teachers and peers. Children will continue to learn new rhymes, poems and songs – some of which they can recite from memory 					
 <p>Listening, Attention and Understanding Communication & Language (C&L)</p> <p>Development of Listening skills Intent Vocabulary Implementation</p>	<p>Children are beginning to listen to other children in their setting. They listen during story time and show an interest in the books being read. Children are introduced to the first two symbols for Voice 21 relating to good listening.</p> <p>Listen, reading, wait, turn, story, carpet time, join in, hand up, question, song, rhyme, poem.</p> <p>Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared.</p>	<p>Children are listening more on the carpet and when being spoke to by their teacher and peers. Children continue to listen to new stories that are shared with them.</p> <p>Listen, reading, wait, turn, story, carpet time, join in, hand up, question, song, rhyme, poem.</p> <p>Assembly time, Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared.</p>	<p>Children's listening skills are continuing to develop and they are listening in lots of different situations such as carpet time, assembly, phonics and other lessons.</p> <p>Listen, looking, thinking time, reading, wait, turn, story, carpet time, join in, hand up, question, song, rhyme, poem.</p> <p>Assembly time, Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared.</p>	<p>Children listen when both in and out of school and pay attention to the person talking. Introduce listening ladder, steps 1 & 2.</p> <p>Listen, wait, turn, carpet time, join in, hand up, focus question, song, rhyme, poem.</p> <p>Introduce the listening ladder and the first two steps on the ladder.</p>	<p>Children's listening skills continue to develop, they can listen in a range of situation and can listen while taking part in a guided task while remaining on task.</p> <p>Listen, wait, turn, instruction, patient, patience, join in, hand up, questions.</p> <p>Carpet time, group work, asking children questions about stories or work they are completing.</p>	<p>Children show good listening skills and can listen to one another, adults and new people with great skill.</p> <p>Listen, wait, turn, instruction, patient, patience, join in, hand up, questions.</p> <p>Carpet time, group work, assembly time, asking children questions and modelling questions.</p>
 <p>Listening, Attention and Understanding Communication & Language (C&L)</p> <p>Development of Attention skills Intent Vocabulary Implementation</p>	<p>Children sit on the carpet and show some attention – this may only be for a short time. Children can pay attention to one thing at a time.</p> <p>Carpet, sitting, listening, joining in, hand up, group.</p> <p>Carpet time, assembly time, visual and verbal reminders to sit and listen.</p>	<p>Children paying more attention on the carpet and during guided tasks. Children understanding why they need to pay attention.</p> <p>Carpet, sitting, listening, joining in, hand up, group.</p> <p>Carpet time, group work, playing in provision, visual and verbal reminders to sit and listen.</p>	<p>Children showing a good level of attention and concentration. Children being attentive during classroom tasks – both guided and independent.</p> <p>Carpet, sitting, listening, joining in, hand up, group, quiet, quietly.</p> <p>Carpet time, group work, playing in provision, visual and verbal reminders to sit and listen.</p>	<p>Children can maintain attention in different contexts. Children show attention to both peers and adults.</p> <p>Carpet, sitting, listening, joining in, hand up, group, listen.</p> <p>Carpet time, group work, playing in provision, visual and verbal reminders to sit and listen.</p>	<p>Children are developing their attention skills to both listen and continue with an activity.</p> <p>Sitting, listening, joining in, help, assembly.</p> <p>Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.</p>	<p>Children attend to others in play. Children show good levels of attention during learning tasks.</p> <p>Join in, game, pretend, friend, new, game, different.</p> <p>Carpet time, assembly time, group work, playing in provision – including outside visual and verbal reminders to sit and listen.</p>

 <p>Listening, Attention and Understanding</p> <p>Communication & Language (C&L)</p> <p>Development of Responding skills</p> <p>Intent</p> <p>Vocabulary</p> <p>Implementation</p>	<p>Children joining in with story time, rhymes, poems. Children respond appropriately when asked e.g. 'smart sitting on the carpet', magnet eyes. Children are introduced to the first two symbols for Voice 21 relating to good listening. Carpet, sitting, listening, joining in, hand up, story time, book, reading, Story time, Carpet time, asking children to join in with stories, rhymes and making predictions about texts, verbal and pictorial reminders for sitting and listening.</p>	<p>Children responding to questions based on a text that has been read. Children discussing events in stories and asking questions about these (who, where). Children responding to other children and the adults in the setting. Children begin to use the sentence stem 'I agree...'. In their discussions about a text. Carpet, sitting, listening, joining in, hand up, story time, book, reading, fiction, non-fiction, who, where questions, I agree. Asking and encouraging children to answer questions about texts. Modelling the use of I agree during story times/drawing club, children begin to practise with peers. Children conversing and responding during play – modelled to them by adults. Children explaining and answering simple questions in Show and Tell. Focus on where/who questions</p>	<p>Children making predictions about what might happen next in a story. Answering what, why, when questions in Show and Tell. Children discussing both fiction and non-fiction books. Children confidently use the sentence stem I agree and are becoming more confident using the sentence stem 'I disagree'. Children continuing to build a rapport with friends. Carpet, sitting, listening, joining in, hand up, story time, book, reading, fiction, non-fiction, why, how, questions, predict, pretend. I agree, I disagree. Asking and encouraging children to answer questions about texts and in Show and Tell (why/what) and making predictions in what they have read Children conversing and responding during play – modelled to them by adults. Modelling the use of I disagree during story times, children begin to practise with peers. Children using the sentence 'I agree' more independently. Children responding to 'What do you think questions' in Write Stuff and Drawing Club.</p>	<p>Children conversing with pupils and adults in the setting during the day and their play. Children using talk to resolve conflict, discuss their ideas and give reason. Children using newly learnt vocabulary in their responses. Join in, friends, pretend, compromise. Turn taking, fair, why, how, fiction, non-fiction. Children conversing during group work and play times – adults to model and support. Children listening to stories and answering questions.</p>	<p>Children keep play going by conversing and extending conversation. Children ask and answer questions. Join in, friends, pretend, compromise. Turn taking, fair, why, how, fiction, non-fiction, what, where, when, what could we do next. Children playing in provision with support from adults if needed. Children encouraged to ask and answer question,</p>	<p>Children asking questions and for clarification on new knowledge. Children explaining themselves if misunderstood. Questions, why, what, when, how, explain, listen, heard, because. Modelling discussions on the carpet and answering questions and explaining reasoning e.g. using 'because'.</p>
 <p>Listening, Attention and Understanding</p> <p>Communication & Language (C&L)</p> <p>Development of Understanding skills</p> <p>Intent</p>	<p>Children following simple 1 step instructions. Instruction, telling, listen, follow, why, question, explain, because. Asking and encouraging children to answer why questions, giving</p>	<p>Children following clear instructions with 2 parts. Instruction, telling, listen, follow, why, question, explain, because. Asking and encouraging children to answer why questions, giving children clear</p>	<p>Children taking turns when speaking and responding to their peers and adults with a clear understanding of what has been said. Turn taking, listening, instruction, telling, listen, follow, why, question, explain, because.</p>	<p>Children asking questions to clarify understanding and confirm knowledge. Children showing a good understanding of texts that have been read to them through their recall.</p>	<p>Children following clear instructions with 3 parts. Children using new knowledge and vocab in conversation and play. Children showing an understand questions through their talk and actions.</p>	<p>Children can retell a story showing a good understanding. Children understanding and using many words and new vocabulary in their conversations and during discussions. Book /topic specific vocabulary.</p>

<p>Vocabulary Implementation</p>	<p>children simple clear instructions.</p>	<p>instructions with two parts e.g. get your coat and then sit on the carpet’.</p>	<p>Modelling conversations with children and staff, giving children opportunities to talk with new people e.g. asking a doctor questions.</p>	<p>Explain, because, why, when, what, how, don’t understand, retell, vocabulary linked to book language. Modelling asking and answering questions, asking children questions in a variety of situations, retelling stories as a class through puppets, roleplaying, verbally and story mapping (Gruffalo)</p>	<p>Instructions, listening, follow, explain, repeat, non-fiction, how, why, where, when, what, because. Give children multiple instructions to follow verbally, explore a variety of texts together and their features, discussions around vocabulary and its meaning, ask and answer questions.</p>	<p>Modelling retelling stories in a variety of means, Ambitious vocab in drawing club/ write stuff.</p>
<div data-bbox="118 448 353 576">  <p>Speaking</p> <p>Communication & Language (C&L)</p> </div> <p>Development of Speaking skills</p> <p>Intent Vocabulary Implementation</p>	<p>Children speaking in simple sentences. In their ‘nest’ (V21) children practise their response before sharing with a peer. Children can say simple rhymes and sing songs and poems. Children speak to the adults and children in the class, they talk to other children during their play. Sentence, songs, joining in, rhymes, poems, Good morning, right, now, pass me, lets get. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day.</p>	<p>Children using expression to communicate meaning. Children starting conversations and speaking to familiar adults. Children beginning to talk to their partner to discuss something. (Introducing Voice 21 guideline 3). Children taking turns and telling past events. Children learning about rhyme and alliteration. Conversation, turn taking, why, because, and, cat, hat, good morning how are you. Adults modelling the use of intonation and exploring expression during guided reading sessions/whole class story. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Referring to Voice 21 discussion point 3 in drawing club. Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day. Learning about rhyme and listening to words that rhyme and creating their own.</p>	<p>Children using talk to pretend play. Children explaining things through speech. Children describing things through speech. Children talking in the past tense. Children asking what other people think and inviting them to join their discussion (V21). Pretend this is, ran, fell, why, because, I think, this morning, last night. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day, adults supporting children verbally to use the past tense, recapping activities and the day through conversation or the use of a visual timetable. Asking ‘what do you think’ questions in Literacy.</p>	<p>Children using talk to clarify their thinking and ideas. Children speaking in well-formed sentences. Children using speech to reason and problem solve. Children verbally telling stories. I think, because, why, when, does, and, because, next, after that, let’s try. Adults modelling and supporting children to resolve problems, giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day.</p>	<p>Children explaining how things work, what has happened and why. Children are introduced to Voice 21 discussion guideline 6 ‘we can find a way to solve a problem’. Through modelling children are encouraged solving problems, reasoning with others and fixing friendship issues through speech. Children adding detail to their sentences. Children describing things that have happened in their life to others. I think, because, why, when, does, and, because, next, after that, let’s try, feelings, experience, went to, going to, please, thank you, Adults guiding children to solve their problems, sequencing stories pictorially and verbally as a class, discussing feelings through conversations and stories, encouraging children to articulate their own feelings.</p>	<p>Children creating an imaginary story of their own in play. Children speak clearly in well-formed sentences. Children using new vocabulary in different contexts. Children use past, present, and future tenses in conversation with peers and adults. Play, pretend, topic specific vocabulary, now, then, before, after, if, because, so, could, Small world props available daily to allow children to act out stories, support from adults to use the correct tense and speak in full sentences, conversations through whole class inputs, guided group work and 1:1 with peers and adults in the class to happen daily.</p>

Personal, Social and Emotional Development

Statutory Guidance from the EYFS Framework for PSED:


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.

The Reception Year provides the foundation for personal, social and emotional skills children will build upon in Year one.

Children will continue to develop their PSED skills once they move into Year 1 and beyond as they study 'The National Curriculum'. Children will continue to learn about individuality and expressing themselves. They will learn about the wider world and how their actions will affect others and what the consequences for their actions will be – whether that be a reward or a sanction.


Children will continue to build friendships and learn about their community and those from other communities. They will continue to learn about SRE and how to keep their bodies safe, as well as healthy eating.

PSED play a part in all lifelong skills.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p>Development of Expressing Feelings (Self-Regulation)</p> <p>Intent Vocabulary Implementation</p>	<p>Children talk about their feelings to trusted adults or special friends.</p> <p>Feelings, emotions, happy, sad, angry, good, bad.</p> <p>Books read focusing on feelings and emotions.</p> <p>Class discussions on emotions – particularly relating to starting school.</p>	<p>Children are sharing more often or may comfort a friend who is upset. Children identify their own emotions and name them. Open discussions about the way we are feeling and naming those emotions.</p> <p>Happy, sad, angry, upset, cry, nice, problem, feeling, emotions.</p> <p>Books read around sharing, friendships, conflicts. Adults modelling resolving conflict. Adults asking children to express their feelings.</p>	<p>Children who are very upset know who they can talk to or know some ways to calm themselves down if needed. Children are becoming proud of themselves for achieving things such as pupil of the week. Celebrate Reach for the Stars board.</p> <p>Proud, pride, happy, breathing, feel, feelings, emotions, happy, sad.</p> <p>Adults giving children time to present any achievements and children knowing they can talk to their teachers about the achievements they have made. Children are encouraged to bring Introduce challenge boards and only adding best work to well done work box. Link to Reach for the stars board.</p> <p>awards/achievements to Show and Tell to share.</p>	<p>Children have an adult in school they trust and will talk to. Children talk about their interests and likes and dislikes at school.</p> <p>Choice, explain, say, worry, sad, help.</p> <p>Adults prompting children to explain the choices they have made. Children spending time with the adults in their classroom so they feel comfortable to talk about any concerns they may have.</p>	<p>Children try and share, take turns, reason and look after one another. They apologise if they hurt someone accidentally or make someone else upset.</p> <p>Sorry, upset, sad, accident, help.</p> <p>Adults modelling apologies and explaining to children when an apology is necessary.</p>	<p>Children show emotional maturity ready for the emotional resilience needed for KS1. Children can use reason and resolutions with other children to keep games and play fair.</p> <p>Emotion, feeling, happy, sad, frustration, explain, why, turn taking, my turn, your turn.</p> <p>Adults providing children with a range of strategies to deal with anger and other emotions.</p>

 <p>Personal, Social & Emotional Development (PSED)</p> <p>Development of Managing behaviour (Self-Regulation)</p> <p>Intent Vocabulary Implementation</p>	<p>Children may come into school upset but can be comforted by adults. Children listen to the rules and expectation and begin to follow them.</p> <p>Upset, sad, feeling, emotion, rules, safety. Adults supporting children who are upset. School behavioural expectations explained to the children. Rules explained as well as the reason behind them.</p>	<p>Children begin to take turns and share resources and are developing patience and understanding that there is more than just them in the class.</p> <p>Sharing, taking turns, my turn, your turn, patience, waiting. Adults modelling sharing, adults supporting children to share.</p>	<p>Children know and follow the behavioural expectations of the school.</p> <p>Rules, following, behaviour (language related to the behaviours policy) Behaviour expectations are consistently shared with the class.</p>	<p>Children are beginning to understand why listening is important to help us learn and keep us safe (Listening ladder steps 1 and 2)</p> <p>Listening, waiting, trusted adults, friend, friendship, safe, safety. Adults to model and explain why we listen and why it is important. Stories shared around listening.</p>	<p>Children will without question follows instructions from their teachers or school adults.</p> <p>Listening, rules, following, safety (language relating to the behaviour policy) Adults giving children clear instructions in a range of situations to follow.</p>	<p>Children are developing in independence and can manage their behaviour in a range of situations in school.</p> <p>Independence, getting on, planning, changing, keeping on trying, reflecting. Challenges available to the class. A wide selection of provision available for children to choose between. Adults prompting children to explain their progress in their play.</p>
 <p>Personal, Social & Emotional Development (PSED)</p> <p>Development of Self-awareness, keeping healthy (Managing Self)</p> <p>Intent Vocabulary Implementation</p>	<p>Children are developing an awareness of themselves and are forming their own opinions. Children are beginning to learn the classroom rules and are following these with some reminders.</p> <p>Like, dislike, rules, listening, safe, behaviour. Prompting children to explain what they like and dislike. Rules and expectations explained to the class. Prompts to follow the rules – verbally and pictorially.</p>	<p>Children are doing things for themselves – because they want to. They will say what they are doing and why they are doing it too.</p> <p>Why, explain, language linked to provision and prior learning. Prompts to discuss what they are doing and give a reason why.</p>	<p>Children have a good understanding of the behaviour expectations and guide others to follow. They are proud of what they can do and their achievements.</p> <p>Happy, proud, like, better, improve, good, bad, right, wrong, behave, rules, follow. Children given time to talk to adults or as a 'show and tell' to explain their achievements. Children discussing the rules and knowing right from wrong. Celebration of children's work at the end of the week during class challenge.</p>	<p>Children know what makes them happy and do these things.</p> <p>Show and tell, proud, happy, achieve.</p>	<p>Children tell adults and their peers what they have achieved and what they can do now, they are happy with themselves and proud of what they have achieved at school. They know what keeps them healthy and will do these things when possible</p> <p>Happy, good, like, proud, I can, better, healthy, physical activity, tooth brushing, screen time. Children given time to talk to adults or as a 'show and tell' to explain their achievements. Share stories based around tooth, brushing keeping fit etc.</p>	<p>Children are proud of who they are and what they can do. They talk about themselves positively.</p> <p>Individual, me, my, I can, happy, good, like, better. Discussions with adults on their achievements in Reception and how they have progressed since joining school.</p>
 <p>Personal, Social & Emotional Development (PSED)</p> <p>Development of Independence (Managing Self)</p> <p>Intent Vocabulary</p>	<p>Children are becoming more independent at coming into school in the morning and getting ready for home at home time. They are using the toilet independently most of the time at school. They know it is okay to ask for help and will do so.</p>	<p>Children are using their preferences to choose what they would like to do at school. Children can put their coats on and are becoming more confident and skilled in using buttons and zips.</p> <p>Play, playing, area names of the classroom, help, please, dress,</p>	<p>Children are becoming much more independent – getting things for home, eating their dinner and snacks, asking for help, getting a drink when they want one.</p> <p>Toilet, food, drink, knife, fork, help, tired, poo, Adults to build a good relationship with the</p>	<p>Children looking after themselves at school (personal and hygiene needs). Children developing resilience and perseverance independently.</p> <p>Dress, undress, zip, button, help, try again, tricky, hard, challenge, safe, road safety, look both ways, listening.</p>	<p>Children are confident to try new things. They continue to develop their resilience and perseverance independently. Children can continue to look after and care for themselves. Children independently making healthy food choices such as at dinner time.</p>	<p>Children continue to look after themselves and understand what healthy choices are. Children have developed resilience, independence and perseverance to support them through transition and the next step in their school journey.</p>

Implementation	<p>Get, book bag, water bottle, timetable, toilet, wiping, listening.</p> <p>Visual and verbal reminders to organise themselves. Reminders to use the toilet, although children should be going independently but may need some verbal support. Adults giving children simple and clear 1 step instructions such as "Get your bag".</p>	<p>undress, clothing names, listening, next.</p> <p>Children given the choice to play in the area they would like to in the classroom. Adults to build up relationships with the class so they feel comfortable to ask for help. Verbal and pictorial reminders and support to get changed. Modelling on how to do a zip. Well done beads for those children who are trying and achieving.</p>	<p>class so they feel comfortable to ask for help or express their needs.</p>	<p>Children being asked to independently dress themselves. Children having to explain how to be safe on roads and paths or being taken out of school as a class on a walk.</p> <p>Perseverance and resilience being celebrated through class reward system and Reach for the Stars awards/board.</p>	<p>Like, dislike, why, explain, reason, resilience, try again, rule, road safety, directions, listen, next, after that, healthy, treat food.</p> <p>Regular new activities introduced to the class. Discussions around resilience and perseverance. Discussions around road safety or a class walk. Lessons and activities based around healthy and unhealthy foods.</p>	<p>Challenge, harder, next level, healthy, food groups, fats, proteins, carbohydrates, dairy, food names, physical activity.</p> <p>Challenges in the classroom and during adult guided work. Discussions and lessons around keeping healthy.</p>
 <p>Building Relationships Personal, Social & Emotional Development (PSED)</p> <p>Development of Social skills (Building Relationships)</p> <p>Intent Vocabulary Implementation</p>	<p>Children are building new positive relationships with pupils and staff in their new setting. They may begin to play alongside other children if ready.</p> <p>Friend, teacher, peer, class, others, happy, talk, conversation, play, group, roleplay, small world.</p> <p>Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions. Conversations modelled by adults.</p>	<p>Children are building on the relationships started last term. They are talking to children and adults in their setting and beginning to ask for help if they need it.</p> <p>Friend, class, teachers, help, please, talk, conversation.</p> <p>Adults modelling respectful conversations, adults building positive relationships, so children feel comfortable to ask for help.</p>	<p>Children have friendships and may have a special friend. They play with these children in and out of the classroom and are happy to ask for help.</p> <p>Talk, friends, friend names, play, classroom area names.</p> <p>Children provided with lots of opportunities to play with others and make friends with other children.</p>	<p>Children are building relationships through play and talk and converse to many of their peers.</p> <p>I think, because, why, when, please, turns, next, shall we, pretend.</p> <p>Adults modelling negotiation, children supported to negotiate and play. Lots of opportunities for children to play.</p>	<p>Children continue to build strong bonds with other children in their school and care for their peers e.g. getting them tissues, asking them to join in with a game.</p> <p>Do you, like, dislike, your turn, my turn, minutes, shall we.</p> <p>Stories around considering others, prompts to share, collaborate with other children if necessary.</p>	<p>Children know if they have hurt someone's feelings and will apologise without being asked. Children know some children might like or dislike the things they do and that it is okay. Children look after each other and want to help their friends. Your turn, my turn, you can have it, share, sad, happy, friend.</p> <p>Stories around conflict, responsibility, individuality and needs of others.</p>
 <p>Building Relationships Personal, Social & Emotional Development (PSED)</p> <p>Development of Communication (Building Relationships)</p> <p>Intent Vocabulary Implementation</p>	<p>Children will develop their personal, social and emotional skills throughout the Reception year and these skills are taught through significantly adult modelling and guidance.</p> <p>Children will pick up on language used, vocabulary, mannerisms, tone of voice, verbal and non-verbal communications and therefore adapt these into their own communication.</p> <p>Teacher, peer, friends, class, nicely, turn taking, having a go.</p> <p>Adults modelling conversations to other adults as well as to the whole class, small groups of children and 1:1 with children too. Adults using specific facial expressions to convey emotions for children to see as well as using appropriate language and vocabulary that they would like for the children to also use.</p> <p>Adults will model positive engagements.</p>					

	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
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Physical Development

Statutory Guidance from the EYFS Framework for Physical Development:
Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

The Reception Year provides the foundation for physical skills children will build upon in Year one

The National Curriculum (2014) states that...

Children should master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Children should participate in team games, developing simple tactics for attacking and defending. Children should perform dances using simple movement patterns.

All schools must provide swimming instruction *either* in key stage 1 or key stage 2.

In particular, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively. Perform safe self-rescue in different water-based situations.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Yearly Physical Development progression	<ul style="list-style-type: none"> Children will develop overall body strength, co-ordination, balance, and agility to support lessons in dance, gymnastics and sport. Children will develop their fine motor skills to use a range of tools safely and confidently. Children will always have access to pencils, paintbrushes, scissors, knives, forks, and spoon. Children will develop a good posture when sitting at a table (classroom and dinner times) Develop a good pencil grip ready for Year 1 writing expectations. 					
PE Lessons Link up with gross once clarified with Steve	Interpretive and Performance Dance (4 Weeks) Can use their body to stop and start to an instrument. Begin to use body creatively to express ideas and/or emotions. Link a range of different movements together.	Object Control. Ball control skills. Bat and ball skills Control a balloon in the air through using various body parts. Experiment with moving a balloon along the floor. Bounce a ball within a specified area (e.g. hoop, spot) with 2 hands and controlled.	Floor Gymnastics. Body management. Copy a balance with some control. Perform a dish and hollow. and pencil roll. Safely climb and dismount some apparatus. Copy a short, 3 part sequence Flight Gymnastics. Perform different types of jumps based on animals (frog, rabbit, kangaroo, cheetah, flea). Jump in a range of ways from one space into another		Outdoor Adventurous Activities Begin to use a key and pictorial representation to inform movement through playing fun games. Map, symbol, key, direction, triangle, <i>Locomotion.</i>	Athletics March and run with co-ordination. Take part in a game, working collaboratively and taking turns. Jump over cones, spots and strips from standing. Running, races, speed, time, fast, slow Field Athletics Experiment with different ways of throwing under/overarm.

	<p>Dance, Rhythm, Shape, Shake, High, Middle, Low Movement</p> <p>Striking and Fielding Games</p> <p>Roll a Tai ii ball with accuracy.</p> <p>Throw a beanbag underarm with accuracy.</p> <p>Catch a beanbag when thrown from >2m.</p> <p>Roll, throw, catch, control, direction,</p> <p>Planned PE Lessons 1 x a week with PE specialist</p>	<p>Run in an area and stop quickly and freeze.</p> <p>Court Invasion Games.</p> <p>Throw/strike a balloon to self. keepina it up in the air and catching it.</p> <p>Throw and catch an object (beanbaa. airballs) to self.</p> <p>Throw object into hoop/taraet area on the floor. Roll a ball into a taraet area.</p> <p>Understand court invasion aames such as 'Messu Bedrooms' or defendina hoops 'Hula-hut Wars'.</p> <p>Roll, throw, catch, control, direction,</p> <p>Planned PE Lessons 1 x a week with PE teacher</p>	<p>Perform simple sequences e.a. tiptoe. step. iump. hop.</p> <p>Begin to show control of mu bodu when performing a sequence.</p> <p>Rollina. balance. climbina. strenath. iumbina. landing, explosive, fundamental shapes</p> <p>Planned PE Lessons 1 x a week with PE specialist</p>	<p>Planned PE Lessons 1 x a week with PE specialist</p>	<p>Use objects to measure different jumps.</p> <p>Throw, jump, measure</p> <p>Pitch Invasion Games</p> <p>Develop an awareness of attacking and defending through games such as Player in the middle, defending hoops.</p> <p>Follow a partner to steal their bib.</p> <p>Move with different objects in their hands.</p> <p>Pass an object to another child. Move to get around a static player in a coned area.</p> <p>Planned PE Lessons 1 x a week with PE teacher</p>	
	<p>Evaluation and Improvement. taught throughout the year</p> <ul style="list-style-type: none">● Copy and repeat actions and demonstrations taught by the teacher.● Watch/Listen to stimulus and explain what they like and dislike about it.					
<p>Development Matters (2021) Guidance</p> <p>Intent</p> <p>Vocabulary</p> <p>Implementation</p>	<p>Children will further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</p> <p>Line up, wash hands, wait, sit down, carpet time, dinner time, and toilet.</p> <p>Adults supporting children to learn the school day and routines. Children going for dinner, Children toileting independently.</p>	<p>Children will revise and refine the fundamental movement skills they have already acquired.</p> <p>Roll, crawl, walk, jump, run, hop, skip, climb, balance, skill, careful.</p> <p>P.E Lessons, physical activities in the outdoor area – both child initiated and adult guided.</p>	<p>Children will further develop and refine a range of ball skills. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>Throwing, catching, kicking, passing, batting, aiming, confidently, precisely, accurately, ball, racket, hands, face, eyes.</p> <p>P.E Lessons, physical activities in the outdoor area – both child initiated and adult guided, balls in outdoor area</p>	<p>Children will know and talk about the different factors that support their overall health and wellbeing.</p> <p>Physical activity, health eating, food groups, tooth brushing, screen time, bedtime routine, road safety.</p> <p>Planned lessons, guided discussions and continuous provision based around keeping heathy through a range of factors.</p>	<p>Children will combine different movements with ease and fluency.</p> <p>Dance, move, movement, star shape, pike, straddle, tuck, levels, low, standing, tall.</p> <p>P.E Lessons, physical activities in the outdoor area – both child initiated and adult guided, balls in outdoor area.</p>	<p>hildren will confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Safe, safely, rules, pencil, pen, scissors, paintbrush, bike, scooter, blocks.</p> <p>Children having daily access to a range of large and small apparatus both indoors and outdoors</p>

 <p>Gross Motor Skills Physical Development (PD)</p> <p>Gross Motor Development</p> <p>Intent Vocabulary Implementation</p>	<p>Begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table. Begin to safely use tools and equipment.</p> <p>Sit, sitting up, straight, smart sitting, posture, floor, carpet, table, pen, pencil, scissors, ball, racket, rope, cone.</p> <p>Children sitting at tables, sitting on the carpet, children having access to a range of tools and equipment such as pens, scissors, balls, rackets, cones to use.</p>	<p>Begin to develop overall body; strength, balance, co-ordination, balance and agility. Experiment moving in different ways.</p> <p>Sit, sitting up, straight, smart sitting, balance, follow me, climb, slither, crawl, skip, jump, hop, sidestep.</p> <p>Focus on strength and balance – using equipment to climb, moving around the outdoor area in different ways.</p> <p>B</p>	<p>Continue to develop overall body strength, balance and coordination. Developing in ability when dancing to music.</p> <p>Strength, balance, coordination, climb, dance, dance move, music.</p> <p>Focus on strength and balance – using equipment to climb, listening to music and experimenting with moving their body, copying dance moves and creating their own.</p>	<p>Negotiates space successfully and can adjust speed and direction. Showing increasing control with a ball.</p> <p>Space, surroundings, aware, speed, direction, control, ball, looking, racket, hands, eyes.</p> <p>Negotiating around a range of obstacles at different speeds.</p>	<p>Using equipment safely with consideration to others. Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing.</p> <p>Equipment, ball, cones, safety, careful, running, jumping, stepping, dancing, hopping, skipping, climbing.</p> <p>Children having access to a range of tools and equipment such as pens, scissors, balls, rackets, cones to use – children reminded to use this carefully around other children.</p>	<p>Negotiate space and obstacles safely. Show strength, balance and coordination when playing. Move energetically in a range of different ways.</p> <p>Space, carefully, aware, surroundings, direction, speed, strength, coordination, play, playing, running, jumping, hopping, skipping, climbing, moving, travelling.</p> <p>Adults prompting children to run safely, adults supporting children with gross motor skills by setting up activities and children having access to the equipment at all times.</p>
 <p>Fine Motor Skills Physical Development (PD)</p> <p>Fine Motor Development</p> <p>Intent Vocabulary Implementation</p>	<p>Children using pencils and other equipment comfortably for them. Children making snips in paper either using one hand or two.</p> <p>Pencils, tools, equipment, safely, hand, scissors, dough disco, snips.</p> <p>Pencils available for children always, scissors available for children to use, activities for children that include mark making, name writing and snipping paper. Daily handwriting lessons as part of RWI – children introduced to new formations to copy and then use during writing activities.</p>	<p>Children continuing to develop their fine motor skills. Children beginning to learn correct letter formations and use these in their writing.</p> <p>Pen, pencils, scissors, paintbrush, letter formation, letters, rhymes, writing.</p> <p>Fine motor activities in the class as well as adult guided activities – drawing, writing, cutting, tracing etc. Daily handwriting lessons as part of RWI – children introduced to new formations to copy and then use during writing activities.</p>	<p>Developing an effective pencil grip. Developing skill when using tools including scissors.</p> <p>Pencil, grip, hand, fingers, skill, scissors, snips, control.</p> <p>Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support. Scissors and small tools available in provision for children as well as guided activities using these materials</p>	<p>Children forming recognisable letters with an effective pencil grip.</p> <p>Letters, trace, rhymes, pencil grip.</p> <p>Children being taught letter formations, incorrect formations being corrected and teachers supporting children to correct these, Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support.</p>	<p>Confidently using scissors and small tools. Beginning to use a tripod grip to draw and write accurately.</p> <p>Scissors, small tools, tripod, fingers, draw, pencils.</p> <p>Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support. Scissors and small tools available in provision for children as well as guided activities using these materials.</p>	<p>Children using the tripod grip. Using a range of small tools. Showing accuracy when drawing.</p> <p>Tripod, pencil, grip, skill, tools, pen, pencil, scissors, weaving, threading, accuracy, drawing, detail, tracing.</p> <p>Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support. Scissors and small tools available in provision for children as well as guided activities using these materials.</p>

Literacy Reception

Statutory Guidance from the EYFS Framework (2021) for 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 speed and 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).

**The Year 1 expectations in Literacy/English from the National Curriculum.
Where are children going?**

Year 1 – Reading (Word Reading) :

-Apply phonic knowledge and skills as the route to decode words -Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes -Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught -Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word -Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings -Read other words of more than one syllable that contain taught GPCs -Read words with contractions and understand that the apostrophe represents the omitted letter(s) -Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words -Re-read these books to build up their fluency and confidence in word reading

Year 1 – Reading (Comprehension):

-Develop pleasure in reading, motivation to read, vocabulary and understanding by: -Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently -Being encouraged to link what they read or hear read to their own experiences -Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics -Recognising and joining in with predictable phrases -Learning to appreciate rhymes and poems, and to recite some by heart -Discussing word meanings, linking new meanings to those already known -Understand both the books they can already read accurately and fluently and those they listen to by: -Drawing on what they already know or on background information and vocabulary provided by the teacher -Checking that the text makes sense to them as they read and correcting inaccurate reading -Discussing the significance of the title and events -Making inferences on the basis of what is being said and done -Predicting what might happen on the basis of what has been read so far -Participate in discussion about what is read to them, taking turns and listening to what others say -Explain clearly their understanding of what is read to them.

Year 1 – Writing (Transcript):

Pupils should be taught to spell: -Words containing each of the 40+ phonemes already taught -Common exception words -The days of the week, Naming the letters of the alphabet in order -Using letter names to distinguish between alternative spellings of the same sound -Add prefixes and suffixes: -Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs -Using the prefix un- Using -ing, -ed, -er and -est where no change is needed in the spelling of root words -Apply simple spelling rules and guidance, as listed in English Appendix 1 -Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Year 1 – Writing (Composition):

Write sentences by: Saying out loud what they are going to write about -Composing a sentence orally before writing it -Sequencing sentences to form short narratives -Re-reading what they have written to check that it makes sense -Discuss what they have written with the teacher or other pupils -Read aloud their writing clearly enough to be heard by their peers and the teacher.


Year 1 – Writing (Handwriting):


Sit correctly at a table, holding a pencil comfortably and correctly -Begin to form lower-case letters in the correct direction, starting and finishing in the right place, form capital letters, form digits 0-9 -Understand which letters belong to which handwriting 'families' and to practise these


Year 1 – Writing (vocabulary, grammar and punctuation)


Develop their understanding of the concepts set out in English Appendix 2 by: -Leaving spaces between words -Joining words and joining clauses using and -Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark -Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' -Learning the grammar for year 1 in English Appendix 2 -Use the grammatical terminology in English Appendix 2 in discussing their writing.

Genres covered in Y1: Instructional- e.g. Recipes, Instruction writing Narrative- e.g. Stories, Fairy tales Informative – e.g Fact Files, Recounts

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Children joining in with rhyme, songs and poems. Children are encouraged to hold a book correctly and carefully turn pages. Children understand books have a beginning	Children being able to sequence two events from a familiar story (The Nativity/ Rama and Sita) possibly with the use of prompts for support. Children	Children having favourite books and rhymes – they may know these books from memory. Say what they liked or disliked about a story. When listening to a story	When children are playing they are adapting, roleplaying or using vocabulary from stories they've read or heard. When reading a well-known or repeated	Use events in a story to suggest what might happen next (with reasonable suggestions being made). Know what non-fiction and fiction means and can	Converses about books talking about the events, the parts they liked and dislikes and gives reason as to why they feel this way. Knows key vocabulary used in a

<p>Development of Reading Comprehension</p> <p>Intent Vocabulary Implementation</p>	<p>and an end Children listen and enjoy sharing a range of books both fiction and non-fiction. Children know that text in English is read top to bottom and left to right. Children can recognise pictures and illustrations in a text Vs the writing. Children spotting familiar words in books.</p> <p>Book, rhyme, join in, picture, illustration, words, text, follow, repeat, look, beginning, middle, end.</p> <p>Reading together, pointing to the words, talking about the pictures in books, retell stories, point out words. Sing nursery rhymes, songs and read poems. (link to themes)</p>	<p>discussing and hearing a range of books – non-fiction and fiction. Children being asked questions linked to the books read to them. Children using texts and images to answer simple questions. Focus on the 'reporting' lense from Language for Learning</p> <p>Texts, books, story, non-fiction, fiction, questions, who, what, where, why, when, pictures, illustrations.</p> <p>Reading together, exploring a wide range of books and discussing their features, Asking questions about books we have read, asking 'yes' and 'no' questions about texts, model using puppets to act out stories. Ask children to describe and elaborate on things, events and sequences. Focus on this in QI's as well as reading.</p>	<p>children use the images to help them read. Children are becoming increasingly more confident with their understanding of new words in stories. Children can use a books front cover or blurb to make a prediction. Continue to focus on the 'reporting' lense from Language for Learning</p> <p>Text, pictures, what, why, how, when, where, like, dislike, rhyme, play.</p> <p>Model using pictures to infer clues about the text, Ask children to predict what is happening by using the pictures in different texts, discuss different vocabulary and phrase meanings, ask questions about phrases used, Ask children to describe and elaborate on things, events and sequences. Focus on this in QI's as well as reading</p>	<p>story children will join in. Showing an increasing confidence in sequencing a story. (e.g. Gruffalo) Gives a suggestion to the ending of a story using the front cover, blurb and beginning to support their suggestions. Focus on the 'towards logical reasoning' lense from Language for Learning</p> <p>Story, order, sequence, retell, end, repeat.</p> <p>Give picture cards of stories, create story maps or provide small world areas with the characters from read stories, discuss and display new vocabulary, ask children for their predictions of how a story is going to end, ask children if they liked or disliked a story and to give a reason. In guided reading look for plausible alternatives, making sense of problems that are presented, what would happen if questions. Focus on this Lense in QI's</p>	<p>talk about the two text types. Correctly sequence a story. Use 'because' to give reason when answering 'why' questions about a text. Rehearse and recall rhymes and stories and remembering actions to well-known rhymes e.g. Incy Wincy spider, grand old duke of York. Continue to focus on the 'towards logical reasoning' lense from Language for Learning</p> <p>Sequence, story, what, why, difference, non-fiction, fiction, poetry, act out, show me.</p> <p>Children to sequence a story in their writing. Ask children questions about what will happen next and to give a reason, children to explain the kind of text the class is reading and how they know e.g. fiction books have information, ask 'why' questions about texts. In guided reading look for plausible alternatives, making sense of problems that are presented, what would happen if questions. Focus on this Lense in QI's</p>	<p>range of books. Continue to develop their roleplay to involve the storylines of the books read to them. Recalls many parts of a text with accuracy. Begin to use the 'predicting' lense from language for learning</p> <p>Vocabulary, words, recall, retell, next, after that, why, when, like.</p> <p>Provide resources for children to access linked to read texts, literacy tasks based on innovating known stories e.g. Going on a fish hunt. Asking children to reason how they feel about a text. Discussing and explaining new vocabulary used in texts shared with them. Asking them to project into experiences/feelings and reactions of others, both characters from stories and peers in the classroom (e.g. 'why did Sarah get angry when that happened?')</p>
<div><p>Word Reading Literacy</p></div> <p>Development of Reading Words</p> <p>RWI</p>	<p>Throughout the year both adults and children will re-read books to build up their confidence in word reading. Through repetition and the revisiting of texts, children are able to build their fluency of both the story sequence and the text as well as further developing their understanding. As part of their Reading development and Phonic development children will read books consistent with their phonic knowledge as outlined in the Department for Education's Reading Framework 2021 and National Curriculum (2014).</p> <p>Children are assessed regularly and are grouped according to their progress. Some children will progress more quickly/slowly through the steps outlined below.</p>					
	<p>Children are taught their Set 1 sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk</p> <p>Read all single letter set 1 sounds</p> <p>Hearing, listening, sound, phoneme. three sounds.</p>	<p>Recap on set 1 special friends: th, ch, qu, ng, nk</p> <p>Children are taught to blend sounds into words orally. Children are taught to blend single-letter sounds (word time 1.1-1.4)</p>	<p>Recap on set 1 special friends: th, ch, qu, ng, nk</p> <p>Secure blending of words with special friends (word time 1.5 and 1.6).</p> <p>Blend sounds to read words - Read short ditty stories.</p>	<p>Recap on any set 1 sounds (addressing sound gaps). Secure blending on words containing all set 1 sounds Children are taught to blend words containing 4/5 sounds and consonant blends</p>	<p>Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy To recall previous common exception words and be exposed to new common exception</p>	<p>Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Children are taught to blend words containing set 2 sounds Children to build speed of reading words containinga set 1 sounds.</p>
















 <p>Intent Vocabulary Implementation</p>	<p>two sounds, Fred talk, first, last, middle, blend. Support and modelling of hearing initial sounds and using phonics fingers to break down a word into the phonemes e.g. cat – c/a/t. – s/ee, m-oo-n</p>	<p>Read all set 1 sounds. - Blend sounds into words orally. Letters, phonemes, read, sounds, tricky words. During Phonics lessons children shown the graphemes and children saying the corresponding phonemes, during reading time children saying the phonemes in their books to match the graphemes seen. Children encouraged to segment and then blend the sounds together in both phonics lessons, literacy lessons and reading time. Children introduced to tricky words to sight read.</p>	<p>Letters, phonemes, read, sounds, tricky words. During Phonics lessons children shown the graphemes and children saying the corresponding phonemes, during reading time children saying the phonemes in their books to match the graphemes seen. Children encouraged to segment and then blend the sounds together in both phonics lessons, literacy lessons and reading time. Children introduced to tricky words to sight read.</p>	<p>(word time 1.6 and 1.7). To be exposed to some common exception words: put, the, I, no, of, my, for, he Read Red storybooks Digraph, read, sounding out, tricky word, CVC, sound buttons. During Phonics lessons children shown digraphs, children to read the two graphemes as one phoneme. Reading fluency developed and children encouraged to read simple phrases and sentences during phonics lessons and reading time. Children introduced to more 'tricky words' to sight read.</p>	<p>words: your, said, you, be, are Read Green storybooks. - Read some set 2 sounds. Digraph, read, sounding out, tricky word, CVC, sound buttons. During Phonics lessons children shown digraphs, children to read the two graphemes as one phoneme. Reading fluency developed and children encouraged to read simple phrases and sentences during phonics lessons and reading time. Children introduced to more 'tricky words' to sight read.</p>	<p>- Read Green or Purple storybooks. - Read some set 2 sounds Tricky words, re-read, check, sense, edit, change, adapt, improve. Children shown Phase 4 tricky words to sight read. Children reminded to re-read their work to check for fluently.</p>
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 <p>Early Development in Writing</p> <p>Intent Vocabulary Implementation</p>	<p>Writes their name - copying it from a name card or trying to write it from memory. Develop an awareness that writing communicates meaning. Gives meaning to marks they make. Listen, speak, speaking, writing, mean, explain, what. Carpet time, use of the role play area, small group work modelling speaking skills, reminders to listen to and join in, reading books as a class, using the class book area, model writing during class inputs, name boards, write their name on sheets and in their writing book.</p>	<p>Continuing to develop a phoneme / grapheme relationship. Now has increasing control when making marks and drawing. Copies adult 'writing behaviour' e.g. writing on a whiteboard, writing messages. Uses some recognisable letters and own symbols such as their name or some initial sounds. Can segment sounds in CVC words and are beginning to record these accurately e.g. beginning /end sounds correct. Copy, trace, same, drawing, picture, neat, phoneme, beginning sound, end sound. grapheme, Fred fingers symbols, marks, letters, name, writing. Roleplaying resources, a mark making area or access to paper and writing tools, modelling writing during shared inputs and writing sounds 'out loud'.</p>	<p>Children building and recording simple CVC words accurately. Extend to CVCC words when they can do this. Writing, initial sounds, hear, middle sound, end sound, phoneme, listen, 'Fred fingers' Children given opportunities during writing lessons and enhancements in the provision.</p>	<p>Some children are writing simple captions/ repetitive phrases in their writing with sounds that are phonetically accurate. Words, writing, sounds, phoneme, graphemes, sounding out, independently, sound talk, sound buttons, roleplay. Simple phrase writing tasks during guided group work/phonics and as independent challenges in the classroom, e.g. Broughton topic 'I see a _____ modelled during shared inputs. roleplay areas to have writing materials</p>	<p>All children being exposed to caption writing and simple sentence writing and extended to copy or create a simple sentence e.g. 'it is big.' Continue to build on knowledge of letter sounds in writing. Writing, sounds, letter sounds, graphemes, phonemes, mark making. New phonemes and graphemes introduced during phonics lessons, sound mats used in literacy lessons and within class provision, a range of literacy tasks and writing activities during guided group work drawing on previously read texts.</p>	<p>Children writing for a range of purposes e.g. non-fiction and fiction writing. Write short sentences sometimes using finger spaces, capital letters and full stops. Instructions, recipe, story, non-fiction, fiction, information book, sentences, letter sounds, capital letters, finger spaces and full stops. Children writing for a range of different purposes such as fact files, stories, recipes, instructions. Modelling writing sentences in sequence with the correct punctuation – children reminded to include this verbally or pictorially.</p>
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<p>Writing Literacy</p>  <p>Development of Compositional skills</p> <p>Intent Vocabulary Implementation</p>	<p>Forming the basic understanding of compositional skills through talk -to organise my play and describe events and special occasions.</p> <p>Experiences, events, compose, talk, describe, tell, birthday, party, Christmas, roleplay, bonfire night, mum's and dads, babies.</p> <p>Listening to stories, joining in with class discussions, talking to friends or in guided groups including the teacher</p>	<p>Understands that thoughts and stories can be written down from what has been modelled to them. Use talk to link ideas during conversation and play as well as clarify their thinking and feelings.</p> <p>Roleplay, feelings, happy, sad, story, message, stories, text.</p> <p>Listening to stories, joining in with class discussions, talking to friends or in guided groups including the teacher, Roleplaying with others and acting out stories, modelling writing down ideas as a shared input.</p>	<p>Orally sounding out CVC words. Breaking down words to ensure they've remembered all the sounds.</p> <p>Oral, out loud, sentence, rehearse, repeat, check, re-read.</p> <p>Modelling composing words and breaking them down into CVC words. Writing activities based on CVC words. Higher ability children challenged to put their CVC word into a sentence.</p>	<p>Orally compose a caption and hold it in memory before attempting to write it.</p> <p>Oral, out loud, sentence, rehearse, repeat, check, re-read.</p> <p>Modelling composing captions with the guidance of the class, children repeating your sentence back to you as a whole class, supporting children to orally compose a sentence during guided literacy tasks.</p>	<p>Write a simple sentence. Firstly, focusing on including finger spaces.</p> <p>Oral, out loud, sentence, rehearse, repeat, check, re-read, writing, full stop, punctuate, end, finger space.</p> <p>Modelling composing simple sentences with the guidance of the class, children repeating your sentence back to you as a whole class, supporting children to orally compose a sentence during guided literacy tasks.</p>	<p>Write sequenced simple sentences with some finger spaces – working towards including a capital letter and full stop.</p> <p>Oral, out loud, sentence, rehearse, repeat, check, re-read, writing, full stop, punctuate, end, story, capital letters, finger spaces.</p> <p>Writing activities based around a class story – retelling and innovating, modelling the use of capital letters, finger spaces and full stops and verbally or pictorially reminding children to use these.</p>
<p>Development of Spelling</p> <p>Intent Vocabulary Implementation</p>	<p>Orally segment simple words firstly focussing on sounds with a long sound e.g. 'ay', 'ee' e.g. shark, may, see, moon, before moving onto CVC words e.g. cat, dog. Write their name copying it from a name card or trying to write it from memory.</p> <p>Segmenting, phonemes, graphemes, sounds, name writing, copy, trace, formations.</p> <p>'Fred talk' to segment sounds in words, writing their names on sheets or in books.</p>	<p>Orally spell VC and CVC words by identifying the sounds and beginning to record these on paper. Write their own name.</p> <p>Segmenting, phonemes, graphemes, sounds, name writing, copy, trace, formations, three sounds, sound buttons.</p> <p>Phonics lessons based on orally segmenting words, writing names on sheets and in books during all activities.</p>	<p>Sounding out to write VC and CVC words independently using Phase 2 graphemes.</p> <p>Segmenting, phonemes, graphemes, sounds, name writing, copy, trace, formations, three sounds, four sounds, Fred fingers, spelling.</p> <p>Literacy activities based on writing VC and CVC words. Phonics writing activities writing words with known graphemes.</p>	<p>Sounding out to write VC, CVC and CVCC words independently using Set 1 and Set 2 graphemes. Children can spell some tricky words e.g. the, to, no, go, I independently.</p> <p>Segmenting, phonemes, graphemes, sounds, copy, trace, formations, three sounds, Fred Fingers, tricky words.</p> <p>Literacy and Phonics writing activities writing words with known graphemes, Sentence writing including tricky words.</p>	<p>Children using the knowledge and understanding of phoneme – grapheme correspondence to spell words. Make phonetically plausible attempts when writing unknown words that cannot be sounded out with only Set 1 and 2 knowledge.</p> <p>Segmenting, phonemes, graphemes, sounds, copy, trace, formations, three sounds, Fred talk, tricky words.</p> <p>Literacy and Phonics writing activities writing words with known graphemes, Sentence writing including tricky words.</p>	<p>Make phonetically plausible attempts when writing unknown words that cannot be sounded out with only Set 1 and 2 knowledge. Spelling Set 3 words if ready. Spell tricky words e.g., he, she, we, be, me* independently.</p> <p>Segmenting, phonemes, graphemes, sounds, Fred fingers, tricky words, independent.</p> <p>Literacy and Phonics writing activities writing words with known graphemes, Sentence writing including tricky words.</p>
<p>Development of Handwriting</p> <p>Intent Vocabulary Implementation</p>	<p>Know that words around me mean something and can be written by my classroom adults and me. Notices the direction English is written - left to right and top to bottom. Children draws lines and circles, basic shapes and pictures. Children writing their name with the beginning of some correct formations.</p>	<p>Children form letters from their name mostly correctly. Children understand that we write from left to right and top to bottom. Children using 'feed the crocodile' as a method to hold their pencil in a supportive grip for effective writing.</p> <p>Pencil grip, letters, crocodile fingers, formations, trace, copy.</p>	<p>Children are beginning to show a dominant hand. Children begin to form more recognisable letters – although they may not 'start' in the correct place.</p> <p>Pencil grip, crocodile fingers, formations, trace, copy, formation rhymes, spaces, finger spaces, hand, left to right, follow the page.</p>	<p>Children hold their pencil effectively to form recognisable letters. Children building a repertoire of correct formations through daily handwriting practise.</p> <p>Pencil grip, crocodile fingers, letters, formations, trace, copy, formation rhymes, hand, left to right, tall letters, short letters,</p>	<p>Children now form most lower-case letters correctly, starting and finishing in the right place. Children are beginning to include spaces between words.</p> <p>Pencil grip, crocodile fingers, formations, trace, copy, spaces, correct formations, start, on the line, under the line, tall and short letters.</p>	<p>Children using a tripod grip to confidently write letters that can be clearly recognised. Children are forming some capital letters correctly.</p> <p>Pencil grip, crocodile fingers, letters, formations, trace, copy, capital letters, correct, writing.</p> <p>Weekly handwriting lessons based on letter formation progression - to</p>

	<p>Story, print, text, illustration, pictures, reading, left to right, drawing, making, marks, lines, circles, down and up, around, straight, curved.</p> <p>Daily handwriting lessons based on shapes and lines, daily reminders and recaps on how to hold a pencil.</p>	<p>formation rhymes, spaces, finger spaces, down and up, around, curved, straight, top, bottom.</p> <p>Daily handwriting lessons based on letter formation progression, daily reminders and recaps on how to hold a pencil.</p>	<p>Daily handwriting lessons based on letter formation progression, daily reminders and recaps on how to hold a pencil, children writing in a literacy book with lines.</p>	<p>on the line, under the line.</p> <p>Weekly handwriting lessons based on letter formation progression, daily reminders and recaps on how to hold a pencil, children writing in a literacy book on lines.</p>	<p>Weekly handwriting lessons based on letter formation progression, daily reminders and recaps on how to hold a pencil, children writing in a literacy book on lines and using finger spaces.</p>	<p>include capital letters, daily reminders and recap on how to hold a pencil, children writing in a literacy book on lines and using finger spaces and capital letters.</p>
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Fine Motor – Pencil Grip and Control Development

FISTED GRIP	DIGITAL PRONATE GRIP	4 FINGER GRIP HIGH INDEX	HOOKE D WRIST OR EXTENDED WRIST	CROSS THUMB	THUMB TUCK	JOINT OF INDEX FINGER AND THUMB IN A FLEXED POSITION	INDEX FINGER JOINT IN HYPER EXTENDED POSITION	THUMB IN HYPER EXTENDED POSITION	STATIC TRIPOD GRIP 3 FINGER GRASP	LATERAL TRIPOD	DYNAMIC TRIPOD GRIP
1-2 YEARS	2-3 YEARS	3-4 YEARS	4-6 YEARS								6-7 YEARS
		 	 			 <small>joints of index finger and thumb in a flexed position</small>	 <small>index finger joint in hyperextended position</small>	 <small>thumb joint in hyperextended position</small>		 <small>the lateral tripod</small>	 
Pencil held in the palm. All fingers and thumb are used. Movement is from the shoulder so the arm and the hand move as a unit. Light scribbles can be drawn.	All fingers are holding the pencil but the wrist is turned so that the palm is facing down. Movement comes mostly from the elbow. Horizontal lines, vertical lines and circular lines are able to be copied.	Fingers are held on the pencil beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move together. Zigzag lines, crossed lines and simple humans can be drawn.	A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.								Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips. This is the ideal grip to move the pencil accurately.

Mathematics

Ongoing Mathematical skills developed throughout the year

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.

Ongoing Mathematical skills developed throughout the year	<ul style="list-style-type: none"> • Linking the number symbol with its cardinal number value. • Counting beyond ten. • Comparing numbers. • Understanding the 'one more/one less than' relationship between consecutive numbers. • Comparing length, weight, and capacity. • Select, rotate, and manipulate shapes to develop spatial reasoning skills. • Composing and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. 				
The Reception Year provides the foundation for mathematical skills the children will build upon in Year one. Where are they going? Y1 Expectations:	Number and place value (within 20): use the language of: equal to, more than, less than (fewer), most, least Identify and represent numbers using objects and pictorial representations including the number line	Addition and subtraction (within 20) (addition and subtraction Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) sign Read and write numbers from 1 to 20 in numerals and words	Number and place value (within 100): Begin to recognise the place value of each digit in a two-digit number (tens, ones)	Fractions: Recognise, find and name a half as one of two equal parts of an object, shape or quantity Fractions: Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	Multiplication and Division: count in multiples of twos, fives and tens solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations
	Comparing & Estimating: compare, describe and solve practical problems for: lengths and heights, mass/weight, time	Number Bonds: Represent and use number bonds and related subtraction facts within 20	Shape: Recognise and name common 2-D and 3-D shapes,	Positional Language: Describe position, direction and movement, including half, quarter and threequarter turns Money: Recognise and know the value of different denominations of coins and notes	Time: Tell the time to the hour and half past the hour Recognise and use language relating to dates, including days of the week, weeks, months and years

Autumn 1		Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
Autumn Theme	Gettina to know you	Match. Sort and Compare	Talk about Measures and Patterns	It's me 1, 2, 3	Circles and Triangles	1, 2, 3, 4, 5	Shapes with 4 sides
Intent Vocabulary Implementation	Weeks 1-2	Weeks 3 - 4	Weeks 5 - 6	Weeks 7 - 8	Week 9	Weeks 10 - 11	Week 12
Intent	-Build trusting relationships -Ensure children have good levels of well-being and involvement to be ready to learn.	-Matching objects -Match pictures and objects -Identify a set -Sort objects to a type -Exploring sorting techniques -Create sorting rules -Compare amounts	-Compare size -Compare mass -Compare capacity -Explore simple patterns -Copy and continue simple patterns -Create simple patterns	-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	-Identify and name circles and triangles -Compare circles and triangles -Shapes in the environment -Describe position	-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	-Identify and name shapes with 4 sides. -Combine shapes with 4 sides -Shapes in the environment -My day and night
Implementation	Free play, get to know the area and resources, building relationships.	Matching socks, sorting natural objects, matching shapes, Children matching objects to their pictures	Compare the size of classroom items, building long and short towers, comparing length of ribbon, weigh objects by	Picture cards showing 1, 2 and 3, Number hunt, Number cards, dot plates for Subitising, simple track games	Looking at shapes to notice the difference, Explore making pictures using circles and triangles. Feelu baas	Looking at picture cards that represent 4 and 5, building different representations using 4 and 5 unifix, matching	Looking at a selection of rectangles and squares, shape hunt, creating shapes using different sized sticks.


		at tidy up time, Children playing memory games, children noticing things that are the same and different, organising objects by colour, size, shape, noticing things that are missing from a set, exploring how items can be organised in different ways e.g. pasta, playing 'guess my rule', looking at more and fewer of an amount.	feel and balancing scales, fitting different sized object into different sized boxes, using the water and sand tray to explore capacity of different sized containers, images of patterns for children to look at, children copying clapping patterns, children using instruments to make and copy patterns, natural materials to create patterns with, patterns with mistakes created for children to correct.	using dice with only 1, 2 and 3, hiding 1, 2 and 3 under bowls for children to remember, 1/2/3 on five frames, putting the amount of claps onto a 5 frame, 1/2/3 objects in a feely bag, getting children to add one more drum beat, 5 little specked frogs using 3/2/1. Dominoes with 1, 2, 3 game, 3 double sided counters dropped to see different compositions.	with circles and triangles in, use natural materials to make circles and triangles, using 3d shapes to print 2d circle and triangles, finding circles and triangles in the environment, playing where's my teddy in different positions, set up an obstacle course, design a treasure hunt.	games with 4 and 5, Subitising dot plates using only 4 and 5, 5 frames using the numbers 4 and 5, children counting out 4 and 5 objects, using fingers to show 4 and 5, creating a one more step pattern using cubes 1, 2, 3, 4, 5, making numbers on a 5 frame and then adding one more, singing '5' songs such as 5 currant buns, modelling '5' song using a 5 frame, counting items in a feely bag and then removing one, creating 4 and 5 with two different coloured cubes to represent the composition, building the numbers 1-5 using numicon, 5 beanbags in a hoop – how many went in and how many didn't.	geoboards, building shapes using squares, printing with shapes, children filling a shadow shape with only squares and rectangles, looking at real life scenes to spot the shapes, linking cubes together to build shapes, sequencing the day pictorially, looking at images of what we do in the day and what we do at night, using stories to explore day and night, blank visual timetable for the children to use.
Spring Theme	Alive in 5	Mass and Capacity	Growing 6, 7, 8	Length, Height and Time	Building 9 and 10	Explore 3D shape	
Intent Vocabulary Implementation	Weeks 1-2	Week 3	Weeks 4 - 5	Weeks 6 – 7	Weeks 8 - 10	Weeks 11 - 12	
Intent	-Introduce zero -Find 0 to 5 -Subitise 0 to 5 -Represent 0 to 5	-Compare mass -Find a balance -Explore capacity -Compare capacity	-Find 6,7,8 -Represent 6,7,8 -1 more -1 less -Composition of 6, 7, 8	-Explore Length -Compare Length -Explore Height -Compare Height	-Find 9 and 10 -Compare numbers to 10 -Represent 9 and 10 - Conceptual subitising to 10	-Recognise and name 3D shapes -Find 2D Shapes within 3D shapes -Use 3D Shapes for tasks -3D Shapes in the environment	
Implementation	Zero hunt, compare numbers to zero, sort picture and number cards, place objects of 5 frame, subitise dot plates, touch count, show fingers to represent numbers, memory match game, feely bag with numbers 0-5, represent numbers with claps, find objects in classroom to represent 0-5, recording their representations of 0-5, create number line, find one more with cubes, model 5 frame and counter, subitise plate dots. finding 1 less.	Predict heaviest and lightest, using balance scales, balance the scales, weigh Numicon, explore filling and emptying containers, fill containers with spoons, estimating, recording estimates.	Sorting numbers into hoops, make baskets of fruit, use fingers to count 6,7,8, counters onto 10 frames, collect items for 6,7,8, adding 1 more onto 10 frame, spin the spinner and add numbers to 10 frame, act out the zoo with animals, 1 less bears in bed, bears under a blanket can you see how many are missing?, separate numbers into ladybird halves, bean bags into bucket count how many inside and outside, matching socks into pairs.	Make the longest super worm, order items from short to long, use counters or cubes to measure, compare and order tall to short, making different sized towers, draw around each other and measure, make a tower as tall as the animals, use creates to measure outside, measure items from the giant, measure beanstalks, using 1 minute timer, play 'What time is it Mr Wolf', making clocks, match days of the week to Jasper's Beanstalk.	Sorting picture cards 9 and not 9, number 9 hunt, Sorting picture cards 10 and not 10, number 10 hunt, guess how many buttons in hand, finding dominoes more than 4 then more than 6, less than 9 and less than 10, missing number hopscotch, draw pictures of 9 and 10, making dot plates, add pom poms to 10 frame, potatoes on 10 frame, counting less, 10 green bottles, counters on 10 frame, combine numbers to make 10.	Spot the same shape, feely bag 3D shapes, shape printing, rolling and non rolling 3D shapes, 3D shape towers, 3D shape hunt, exploring foil covered shapes, copy simple patterns, spot mistakes in patterns, copy and make patterns with loose parts, continuing patterns, patterns in frames, pattern printing, playdough patterns with 3D shapes, discuss patterned fabrics.	

	make a potion with coloured beanbags, throwing 5 sided counters.		fill and make patterns in egg boxes, outdoor chalkboard 10 frame, doubling with dice, Numicon hunt to make 5, doubling pom poms on butterfly wings, mirrors with Numicon to double, matching dominos to car park spaces, fishing for pairs, double to 5 using fingers.	draw what they do on different days of the week, story sequencing, make instructions, obstacle course.	playdough dominos, make 10 with Numicon, number bonds with bean bags, parting 10 frogs, sorting doubling pictures, doubling Numicon, making combined numbers on 10 frame, printing 2 Numicon shapes, feely bag odd Numicons and number bonds, odd and even games.		
Summer Theme	To 20 and beyond	How Many Now?	Manipulate, compose and decompose	Sharing and grouping	Visualise, build and map	Make connections	Consolidation
Intent Vocabulary Implementation	Weeks 1-2	Week 3	Weeks 4 - 5	Weeks 6 - 7	Weeks 8 - 10	Week 11	Week 12
Intent	-Build Numbers beyond 10 (10 – 13) -Continue patterns beyond 10 (10 - 13) -Build numbers beyond 10 (14 – 20)	-Add more -How many did I add? -Take away -How many did I take away?	- 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 (2 lessons) - Checkpoints	- Explore sharing - Sharing (2 lessons) - Explore grouping Step 4: Grouping - Even and odd sharing (2 lessons) - Play with and build doubles (2 lessons) - Checkpoints	- 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 Step 4: Give instructions to build - Explore mapping - Represent maps with models - Create own maps from familiar places - Create own maps and plans from story situations - Checkpoints	- Deepen understanding - Patterns and relationships - Consolidation	-Consolidation
Implementation	Read Monster Counting Book and build numbers to 13, fill egg boxes with pom poms, what's the time Mr Wolf, building staircases with cubes to timer, matching pictures to numerals, make number story books, count out 10 frames, number	Marbles on ten frame, small world using first, then, next words, subtraction stories, roll rice and add the corresponding bean bags to buckets.	Find the shape that doesn't belong, create picture with pattern blocks, using pattern blocks with coloured picture templates can children match and build the images, different ways to build a star, rotate and manipulate the shapes to make own arrangements and pictures, range of cut out shapes to be stuck	Using a collection of natural materials, explore whether these items can be shared equally between the two characters from the book The Squabbling Squirrels by counting, bake cookies, teddy bears picnic, sharing plates, splitting animals into groups, planting seeds, make an odd or even potion by collecting natural	Loose parts repeating patterns, identifying rules with puppet, make repeating patterns, making bracelets, obstacle course, musical patterns, building castles in construction, act out 'bear hunt', following instructions, study maps of local area, find out where animals live around the world, draw map to school, follow a treasure map, map for	Make boats that float then add marbles to see how many it takes to sink, ask children to explore the different relationships they can find between various construction blocks. For example, how many short blocks do they need to match four long blocks? How could they use the blocks to make a set of stairs?	

	line with numicon, play 'I count, you count', hopscotch.		together to create their own pictures, Cuisenaire / number rods. see how many different ways they can arrange the rods to build a square, make shapes out of paper square, with two right-angled triangles and ask them to make as many new shapes as they can by fitting the triangles together, feely bag shapes, construct their own 3-D models, give children a pre-cut paper shapes for them to fold to make new shapes.	objects such as sticks, pebbles, leaves and petals, race against clock and count up objects are they odd or even?, double bingo, making number spinners, sharing in small world.	Red Riding Hood, model building.		
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Understanding the World						
The Reception Year provides the foundation skills that children will build upon in Year one.	The Science National Curriculum (2014) ... Working Scientifically: Asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment, performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions. Plants: identify and name a variety of common wild and garden plants, including deciduous and evergreen trees, identify and describe the basic structure of a variety of common flowering plants, including trees. Animals including humans: identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals, identify and name a variety of common animals that are carnivores, herbivores and omnivores, describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets), identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Everyday materials: distinguish between an object and the material from which it is made, identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock, describe the simple physical properties of a variety of everyday materials, compare and group together a variety of everyday materials on the basis of their simple physical properties. Seasonal Changes: observe changes across the 4 seasons, observe and describe weather associated with the seasons and how day length varies.					
	The Geography National Curriculum (2014) states that... Location Knowledge: name and locate the world's 7 continents and 5 oceans, name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. Place Knowledge: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country, Human and Physical Geography, identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, use basic geographical vocabulary. Geographical Skills and Fieldwork: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map, use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key, use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.					
	The History National Curriculum (2014) states that... Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life, events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries, the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell. Significant historical events, people and places in their own locality.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Characteristics of effective	The EYFS statutory framework (2021) outlines in planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:					

teaching and learning	<ul style="list-style-type: none"> • playing and exploring - children investigate and experience things, and ‘have a go’ • active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. 					
<div data-bbox="114 180 293 276">  <p>Past and Present Understanding the World (UTW)</p> </div> <p>Development of Chronology</p> <p>Intent Vocabulary Implementation</p>	<p>Children will explore chronology throughout the year – building up experiences and knowledge of the past, present and future and using this as reference to reflect on.</p> <p>Children talk about members of their family and the relationship to them e.g. Mum, Dad. Children will have a visit from a baby and think about how they have changed.</p> <p>Children will order three pictures of their lifecycle (baby, child, adult). They will use the language of time to describe what they were in the past and what they will be in the future.</p> <p>Family, relationships, mum, dad, sister, brother, grandma, grandad, friends, past, present, future.</p> <p>Children joining in with discussions and stories about family. Children focusing on work based on ‘all about me’ and their family and friends. Daily calendar time introduced.</p>	<p>Children continue to use the language of time when talking about past and present events in their own lives and in the lives of others including people they have learnt about through books.</p> <p>Last week, yesterday, a long time ago, last year, before I was born.</p> <p>Discussions around past and present – events such as celebrations, birthdays, Bonfire Night, Christmas.</p>	<p>Introduce children to significant figures from the past who were explorers (Tim Peake, Ernest Shackleton) begin to understand that these events happened before they were born, in the past.</p> <p>A long time ago, before I was born, in the past, Discussions around stories and videos we watch together.</p>	<p>Children visually represent their own day on a simple timeline. (White Rose Length, Height and Time) Timeline, day, week, first, last, them, next, days of the week – names.</p> <p>Children learning about the days of the week in and out of Maths lessons. Children having a visual timetable. Children completing practical activities visually representation their week. (Maths: Length, Height and Time)</p>	<p>Children recount an event that has happened.</p> <p>Event, special, what happened, then, next.</p> <p>Discussions around events we have had at school such as school trips, visits etc.</p>	<p>Children can order experiences that have happened to them and in stories they have read. (Photos of school trip and recount writing)</p> <p>First, then, next, after that, finally, story.</p> <p>Adults prompting children to order experiences and stories verbally or in a pictorial method.</p>
<div data-bbox="114 978 293 1074">  <p>Past and Present Understanding the World (UTW)</p> </div> <p>Development of Enquiry</p> <p>Intent Vocabulary Implementation</p>	<p>Children know that you can find out information from different sources</p> <p>Information, books, videos, search, internet, Adults modelling how to find information using a range of sources. Adults giving children access to books to find information.</p>	<p>Children find out about key historical events and why and how we celebrate today?</p> <p>Remembrance Day, Christmas Day, Diwali. Bonfire Night.</p> <p>History, past, celebrations, festivals.</p> <p>Adults providing opportunities to explore a range of festivals and celebrations.</p>	<p>Children make observations or find information about different locations and places. They recognise, know, and describe features of a studied location. Understand some changes in the natural world around them, including the seasons.</p> <p>Technology, search, internet, Antarctica, Arctic, changes, water, ice, seasons.</p> <p>Adults modelling using technology. Children having access to the</p>	<p>Children describe images of familiar situations in the past when looking and contrast images or stories. This will include looking at photographs of Broughton in the past when they are studying their own locality.</p> <p>Images, pictures, past, present, same, different, Children exploring images from the past through stories.</p> <p>Reading stories such as ‘Peepo’ ‘In Every House on Every Street’</p>	<p>Children are taught about growth and change over time.</p> <p>grow, change.</p> <p>Adults providing activities and inputs based on changing and growing in our lifecycles work.</p> <p>Observing tadpoles, sunflowers, planting strawberry, lettuce, carrot seeds in our growing area)</p>	<p>Children are confident in comparing the past and present and can describe and ask questions about old and new. They notice similarities and differences independently and talk about these.</p> <p>Images, pictures, past, present, change, different, people, places, time, compare, comparison, same.</p> <p>Children take part in the Washday Blues workshop. First-hand experience looking at</p>

			technology to find information.			<p>and describing artefacts from the past. Sorting artefacts and pictures into past and present. Comparing aretefacts from the past and present and asking questions such as 'why' was it like that?</p> <p>Children talk about roles people have in society (both in the present and past). Children understand the need for these roles. Key worker, job, help, helpful, community, police, fire service, midwife, librarian. Adults providing experiences, activities and inputs in the people in society in the present and in the past. Children comparing the past and present.</p>
 <p>People, Culture and Community Understanding the World (UTW)</p> <p>R.E – Religious Education</p>	<p>Throughout the year the children will learn about different religions, views and values through special places, books, people and objects and although through school visits to places of worship. R.E will be taught through stories and practical activities and children will explore religion through discussion points where they will have the chance to express their own feelings and experiences of religion. The subject 'R.E – Religious Education, links to the EYFS curriculum through PSED AND UTW.</p> <p>Religion, special, people, books, beliefs, places, church, mandir, worship, feelings, similar, different</p> <p>Children learning about a range of faiths and their similarities and differences. Children visiting places of worship. Children being immersed in festivals and religious celebrations.</p>					

<p>Intent Vocabulary Implementation</p>	<p>Children respect special things in their own lives. Children learn to respect things that belong to other people. Understanding the golden rule: 'We look after property.' Special, teddy, photo, people, toy, property Children taught about respect, children taught about respecting special things and what this might mean to different people, children taught to look after the things in our classroom</p>	<p>Children recognise that people have different beliefs and celebrate special times in different ways. Focus on Hinduism with the celebration of Diwali. Christians and Christmas. Belief, religion, special, special book, celebrate, celebration, different, same, Hindu, Divali, Christmas, Christian. Children taught about respect, children taught about different beliefs and special times for different people.</p>	<p>Children understand what curiosity is and importance of asking questions. Children find out about other countries and people through non-fiction texts, stories, visitors, celebrations. Questions, why, country, community, where I live, story, visitor, celebrations. Children taught about curiosity, asking questions and why we need to learn.</p>	<p>Children recognise that buildings can be special places to people (Church, Village Hall, homes) Questions, why, country, community, where I live, story, visitor, celebrations, Easter, Church, worship. Children taught about respect, children taught about curiosity, asking questions and why we need to learn.</p>	<p>Children show respect to one another and to animals. Same, different, similar, features, environment, hot, cold, care, look after, food, water. Children taught about respect and caring for animals and pets.</p>	<p>Children show respect for the Oceans and the animals that live in them. Ocean, sea, pollution, rubbish, respect, responsibility. Children are taught about the human effects on the animals that live in the ocean. They recognise simple things that they can do to make a difference to the pollution of our oceans.</p>
<p> Jigsaw RE</p>	<p>Enquiry: What makes people special to me and others? Theme: Special people. Family, love, home, special, teach, role models, rules, relationship, carer, unique, Moses, 10 commandments, 25 minute lesson with linked activities continued into the provision.</p>	<p>Enquiry: What is Christmas Theme: Christmas gifts, religion, Judaism. Jews, God, Jesus, Christmas, son of God, miracle. 25 minute lesson with linked activities continued into the provision.</p>	<p>Enquiry: How do people celebrate? Theme: Celebrations Celebrations, party, New Year, resolution, Chinese New Year, China, United Kingdom, world, good luck, bad luck, seasons, Winter, Spring, Nowruz, Iran, Nowruz, Haji Firuz, tradition, Sanatana Dharma, Holi, India, evil, triumph 25 minute lesson with linked activities continued into the provision.</p>	<p>Enquiry: What is Easter Theme: Easter Seasons, Winter, Spring, Summer, Autumn, environment, baby, growth, life cycle, new life, nature, wildlife Easter, Easter egg, Jesus, Christian, celebrate, Jerusalem, donkey, Romans, palm leaves, Hosana, Last Supper, disciples, Garden of Gethsemane, God, prayer. 25 minute lesson with linked activities continued into the provision.</p>	<p>Enquiry: What can we learn from stories? Theme: Stories story, moral, villagers, lies, shepherd, truth, honest, crocodile, priest, equal, Sikh, Muslim, Islam, Allah, creation, snake, serpent, India, greedy, grateful, elephant, coin, Jesus, Christians, God, love. 25 minute lesson with linked activities continued into the provision.</p>	<p>Enquiry: What makes places special? Theme: Special Places teamwork, home, places of worship, iconic, school, church, Christian, Jesus, God, worship, prayer, wedding, baptism, ceremony, mosque, Muslim, Islam, Allah, Kippah, synagogue, Jews, Jewish 25 minute lesson with linked activities continued into the provision.</p>
<p>Development of Mapping skills Intent Vocabulary Implementation</p>	<p>Children use positional language. Children can begin to programme the Beebot to get from point A to B. Maps, mapping, environment, bee-bot, left, right, under, besides, on top. Modelling how to use a bee-bot and positional language. Modelling the use of positional language to describe where children</p>	<p>Children can draw a fictional map and listen to stories with maps. Children recognise that maps help people when they are lost. Maps, mapping, environment, features, key. Exploring maps as a class, reading stories with maps, creating a map to help Rudolf find his way home.</p>	<p>Children can use positional language and extend this to using a BeeBots or instructing a friend to move. Children recognise some environments are different to the one in which they live. Recognising where the Arctic and the Antarctic are located on a globe. Can distinguish between land and water.</p>	<p>Children can draw information from a simple map and identify landmarks of our local area walk. Children can create a simple map to show some of the main landmarks of their local area. Map, mapping, environment, features, next to, road, landmark, shop, pub, school, houses, roads, woods.</p>	<p>Children can draw information from a simple map of London and identify some important landmarks. Children can create a simple map of London and the landmarks we can see along the River Thames. Children begin to read a map of the school, grounds in PE Maps, mapping, environment, features, landmarks.</p>	<p>Children can create own maps using grid paper and symbols (x marks the spot treasure maps) Begin to use a key and pictorial representation to inform movement through playing funny faces. (PE) Understand to always start on the bold circle. (PE) Maps, mapping, symbol, key, controls, circle, triangle, landmarks.</p>

	will find things in the classroom.		<p>Maps, mapping, environment, bee-bot, left, right, under, beside, on top, up, down, same, different, landscape. Planet Earth, globe, north, south, land, sea, arctic, antarctica</p> <p>Modelling how to use a bee-bot and positional language. Adults setting up a small world track for children to use the Bee-bots with. Looking at a globe and identifying where the Arctic, Antarctica is. Opportunity to create a simple map to show this in provision. Making maps to show what they will see in the polar regions</p>	<p>Children produce their own map to show the High street in Broughton. Children can confidently programme a BeeBot. Maps, mapping, bee-bot, left, right, under, besides, on top, google maps. Modelling how to use a bee-bot and positional language. Children having the Bee-bot grid maps to use.</p>	<p>Adults and children look at maps together and discuss places the children would like to visit. Children create their own map of London in the provision. PE unit of work. Children can talk about technology and how it can help us direct ourselves – Google Maps. Internet, online, Google Maps, same, different. Children being shown what Google maps is and its uses. Creating maps in Provision. .</p>	<p>local area, x marks the spot, treasure. Children using the available materials to create their own maps as modelled by the adults in school.</p>
  Development of Scientific skills and Knowledge Intent Vocabulary Implementation	<p>Children learn about the seasons and know it is Autumn. Children talk about the seasons and have some understanding about the changes that happen in the world. Autumn, day, dark, light, Winter, night, season, Sun, lighter, darker, leaves, Exploring seasons through stories, videos, books, being in nature. Participating in activities in the provision that promote thought and discussion about Autumn. Daily calendar time where we look at the weather and season together.</p>	<p>Children explore the properties of materials. Together they investigate the change from solid to liquid. Solid, liquid, heat, cool, melt. Children melt chocolate to make cakes for their Christmas party. Children toast marshmallows on the fire at forest school.</p>	<p>Children can describe an animal using some scientific vocabulary. Children are beginning to understand what a habitat is, describing the habitats of a penguin and polar bear. Polar animals (Penguin, seal, Polar Bear, walrus), frozen, camouflaged, survival, hibernate, female, male, protect, hunt, snow, ice, mountains, icebergs, ice sheets, Exploring animals and drawing/ labelling them. Exploring how penguins and polar bears have adapted to live in the frozen conditions. Children learn about the seasons and know it is Winter. Children talk about the seasons and have some understanding about the changes that happen in the world.</p>	<p>Children explore habitats further. They have a trip to the woods and investigate together which animals live in a woodland habitat. Woods, leaves, trees, magpie, pigeon, sparrow, blackbird, bluetit, squirrel, mouse, Children visit the woods and forest school to experience this habitat first hand. They take part in the big schools birdwatch. Observe and draw woodland creatures.</p>	<p>Children can name parts of a plant and what it needs to grow. Children can grow their own plants and look after them. Children observe the plants and trees around them and how they change. Children are developing a good understanding of a lifecycle as part of the topic. Tulip, daffodil, bluebells, crocuses, snowdrops, dandelions, buttercups, daisy, plant, stem, leaf, roots, bulb, shoot, seed, growth flower, trunk, branches. life cycle, egg, caterpillar, chrysalis, cocoon, butterfly, water, food, air Exploring plants and the parts of the plants, looking at lifecycles of plants, identifying plants. Children care for and look after minibeasts and encourage others to do so. Children can classifu</p>	<p>Naming body parts and how to keep ourselves healthy. (Link to the fun Run) Hygiene, healthy, nonhealthy, germs, 5 senses, teeth brushing, dentist, face, hair, leg, human, knee, arm, elbow, back, head, toes, ear, hands, eye, fingers, mouth, nose, Learning about healthy eating and how the body works.</p>

			<p>Winter, temperature, freeze, cold, weather, darker.</p> <p>Exploring seasons through stories, videos, books, being in nature. Participating in activities in the provision that promote thought and discussion about Winter.</p> <p>Children explore the properties of materials. Together they investigate the change from liquid to solid. Can they get the cars out of the frozen blocks? Link to what happens to car windscreens in a morning.</p> <p>Liquid, water, solid, freeze, temperature, warm, melt</p> <p>Observing what happens outside when it freezes. Observe the changes of ice in the water tray. Try and unfreeze the cars.</p> <p>Exploring seasons through stories, videos, books, being in nature. Participating in activities.</p>		<p>minibeasts saying if it is an insect or not.</p> <p>Pond, garden, , habitat, wild, wildlife, native, insects/bugs/ minibeasts, ladybird, woodlouse, bee, wasp, spider, earthworm, snail, millipede, butterfly, caterpillar, head, thorax, abdomen, insect</p> <p>Identifying, observing and exploring minibeasts in person, through visits to the forest school, the outdoor area. Using books, videos etc. to find out more.</p> <p>Children learn about the seasons and know it is Spring. Spring, changes, lighter, warmer, new life, growing.</p> <p>Exploring seasons through stories, videos, books, being in nature. Participating in activities in the provision that promote thought and discussion about Autumn.</p>	
 <p>Computing Understanding the World (UTD)</p>	<p>Computer Science – Our Bodies (Spring Term on ELT overview)</p> <p>Complete in week 5 and 6-Miss Pollu had a Dollu./How have I changed.</p> <p>Activitu- Drawing around a laae bodu on wallbaber and toaether matchina parts of the bodu to the correct place, (Wee5 5)</p> <p>Order photos of humans as theu grow. Identify what is the same and different.</p> <p>Bodu Patterns/Movements.</p>	<p>Diaital Literacy – Lesson 1,2,3 \</p> <p>Safe, safely, trusted adult, rules, allowed/not allowed, personal information</p> <p>Tell you the things that they are allowed/not allowed to do when using technology/the internet.</p> <p>Name some things that might make them happy/unhappy/angry/sad when they use technology and the internet</p> <p>Name at least one trusted adult who can help them stay safe</p>	<p>Computer Science – Lesson 1. Build a rocket.(Link with week 5, space)</p> <p>Lesson 2. Space Chase (.Link with week 5, space)</p> <p>Lesson 3.Amazina Aliens. Link with week 6 Aliens.</p> <p>Directional Vocab: forwards/backwards/up/down, left/right, diagonal, turn/turn around, full turn/half turn, open/close.</p> <p>Children create an alien in the dough. They work with an adult to decompose the task into smaller tasks. Children</p>	<p>Information Technology – Camera and Clips</p> <p>(Link to work on visiting the Church. Children take photos of important parts in the church)</p> <p>Information, APP, software, photo/video/thumbnail, camera roll, voiceover, microphone, headphones. keu/keus. Click. draa. zoo. record, access. move, edit, type.</p> <p>Takes photos on the i-pad; can zoom in and out and can review photos in the photos app.</p>	<p>Information Technology Book Creator</p> <p>(link to work on minibeasts. – take pictures of minibeasts to create their own info book, poster)</p> <p>Click. draa. zoo. record. access. move. edit. tupe, APP, photo, video, thumbnail, camera roll, voiceover, microphone, headphones, key/keys.</p> <p>.Takes a photo and adds it to a clip on book creator.</p>	<p>Computer Science - Lesson 1.2.3. People Who help us</p> <ol style="list-style-type: none"> 1. Deliveru driver 2. Pattern patrol 3. Firefighter fun <p>(Link with week of work on Occupations)</p> <p>Pattern repeating,</p> <p>Children desian a uniform for a firefighter. Decidina what is important and what isn't. e.a. the helmet is important. but the colours doesn't matter (abstraction)</p>

	<p>(Covered in PE Autumn Term and link with White Rose Talk about Measures and Pattern)</p> <p>Parts of the body, similar/same, different, difference. Grow, change, first, last, order, movement, pattern, repeat, test,</p> <p>Name parts of the body. Children will be refining their understanding of what a body is. Through logical reasoning. Recognise what is the same and different on bodies. Children will start to think what makes a body and develop the skill of abstraction (what's not important). .</p> <p>Order pictures of a human lifecycle, identify which comes first/last.</p>	<p>when using technology/internet.</p> <p>Give some examples of the rules they have about using technology. Attempt to say why they are allowed or not allowed to do these things.</p> <p>State what to do if they are worried or unsure about something online.</p> <p>I know that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset</p> <p>I can give different examples of how to say 'no' / 'please stop' / 'I'll tell' / 'I'll ask'</p> <p>I can explain how this could be better to do in real life or online</p>	<p>talk about what is similar/different when comparing their models.</p> <p>Children build their own spaceship in the workshop. They think aloud as they try out ways of joining, use logical reasoning to predict which methods will be useful.</p> <p>Practise the skill of abstracting- deciding what is important on their rocket and which isn't.</p> <p>Children create their own simple algorithm to get the rocket to the planet.</p>	<p>Use clips to explore the world around me. Takes photos on clips and records a sound and adds it to the photo.</p> <p>Digital Literacy – Lessons 4,5,6,7,</p> <p>Safe, safely, trusted adult, rules, allowed/not allowed, personal information, name, address, birthday, age.</p> <p>Knows how the internet can be used to find information.</p> <p>Can identify some simple examples of personal information. Recognises and names internet connected devices.e.g. lights, fridges, tv)</p> <p>Name some ways that members of my family talk to each other and other people using the internet.</p>		<p>Children complete a repeating pattern for an emergency vehicle</p> <p>Children plan a route to get the parcels to the right shop.</p>


Expressive Arts and Design

The Year 1 expectations in EAD.	<p>Art</p> <p>A summary of the techniques developed in Y1. The children will: Mark-making using different drawing tools. Colouring neatly. Showing different tones with pencils. Combining materials. Beginning techniques such as rolling, cutting, moulding, carving and marking using simple tools. Making simple joins when creating clay sculptures. Developing work in a sketchbook.</p> <p>A summary of the influence work developed in Y1. The children will: Observing and describing patterns and beginning to replicate them. Talking to a peer or teacher about the artwork made. Taking inspiration from artwork to influence their own pieces. Expressing and sharing opinions about artwork.</p> <p>A summary of the convey skills developed in Y1. The children will: Build knowledge of all the primary and secondary colours. Identify colours in pictures and on objects. Decide which tool/s would be appropriate when creating thick and thin lines. Exploring the use of observational drawing, to record what is seen.</p>	
	<p>Design and Technology</p> <p>A summary of the inspiration work developed in Y1. The children will: Develop knowledge that food comes from plants or animals, that food has to be farmed, grown or caught. Describing the differences between some food groups (i.e., sweet, vegetable etc.) They will learn of at least one British inventor, designer, engineer, chef or manufacturer. They will be beginning to design products that have a clear purpose and an intended user.</p> <p>A summary of the invention work developed in Y1. The children will: Demonstrating a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). They will cut, peel or grate ingredients safely and hygienically. Design a product that uses a mechanism.</p> <p>A summary of the improvement work developed in Y1. The children will: Build knowledge of all the primary and secondary colours. Identifying colours in pictures and on objects. Decide which tool would be appropriate when creating thick and thin lines. Exploring the use of observational drawing, to record what is seen.</p>	
	Music	

	<p>A summary of the composition work developed in Y1. The children will: Experiment with, creating, selecting and combining sounds. Improvising and composing music for a range of purposes. Using and understanding staff and other musical notations.</p> <p>A summary of the performance work developed in Y1. The children will: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Listening with attention to detail and recall sounds with increasing aural memory. Playing and performing in solo and ensemble contexts.</p> <p>A summary of the appraisal work developed in Y1. The children will: Listening with concentration and understanding to a range of high-quality live and recorded music.</p>	
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Statutory Guidance from the EYFS Framework:

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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Being Imaginative and Expressive (ELG) Creating with materials (ELG)	Across the year children will experience and develop a range of creative, artistic skills. The children will have daily, continuous access to a wide range of open ended, ambiguous resources allowing the opportunity to explore, experiment and develop their own creativity. They will have the opportunity to create collaboratively sharing ideas and resources as well on solo work. Throughout the year the children will have the opportunity to return to and build on their previous learning, refining ideas and developing their ability to represent them. Specific skills, knowledge and experiences will also be planned in across the year as noted below.					
 <p>Being Imaginative and Expressive Expressive Art & Design(EAD)</p> <p>Music Development</p> <p>Intent Vocabulary Implementation</p>	<p>SINGING TOGETHER <i>Singing as part of a group, Keeping the beat</i> <i>Describing the sounds I can hear.</i> <i>chanting singing voice</i> <i>Singing simple well</i> <i>know songs and rhymes,</i> introducing new daily rhymes. Pitch High or low, music, singing, songs, nursery rhymes, actions, listen, loud /quiet / fast / slow, dance, shouting, song words, clap, stamp, slap, click, move Introduction to new songs, rhymes. Phase 1 phonics lessons focusing on tuning in.</p>	<p>SINGING TOGETHER <i>Christmas Performance skills – joining in with the words to sings and using actions. echoing</i> Listening to music. Instruments, play, music, sounds, singing, songs, actions, listen, loud /quiet / fast / slow, high/low, happy/sad dance, shout/whisper, melody Daily singing of learnt songs, rhymes or poems, listening to music together as a class, rehearsing to then perform the school Nativity production.</p>	<p>MAKING MUSIC USING INSTRUMENTS Recognising instruments, exploring musical instruments including body percussions. Handling and developing performance techniques, Playing instruments in time and improvise within a group e.g. snowfall. Pitch, tempo, sequence, composition, instruments, play, music, sounds, tuned/untuned, listen, loud /quiet / fast / slow, dance, shouting, percussion, pattern, , drum, tambourine, claves, maracas, glockenspiel and xylophone, triangle, beater, shake, tap, bang, pulse, beat, orchestra, Being shown a range of instruments and having these in provision, music lessons on body</p>	<p>MAKING MUSIC USING INSTRUMENTS Sound association e.g. to mood, contrasting weather, body percussions, using my voice percussively, pitch and dynamics. Describing instrument sounds. Wood, metal, Loud, quiet, fast, slow, instruments, play, music, sounds, singing, songs, listen, loud /quiet / fast / slow, dance, shouting, voices, whispering, voices, talking voices, change, high, low. Music lessons based on adapting and changing voices using a range of methods, picture cues in provision, instruments in provision, exploring instruments to describe their sound in comparison to others and using new musical vocabulary.</p>	<p>STORIES IN MUSIC Singing a range of familiar nursery rhymes, linking actions in songs and song structure link to Fairytale song, teaching through echo, Pitch, instruments, play, music, sounds, singing, songs, nursery rhymes, listen, loud /quiet / fast / slow, dance, shapes e.g. circle movement, listen, Rimsky Korsakov, Flight of the Bumblebee, Chinese bells, rain stick, cymbals Singing of a range of songs and learnt rhymes, exploring a wide range of appropriate songs and sources of inspiration (animations, /composers), developing sound associations – Which instruments help to create a magical sound? , Extending range of percussion</p>	<p>STORIES IN MUSIC Performing songs, rhymes, poems and stories and moving in time with the music e.g. jobs in the community Creating music piece based on the sea. Rhyme, sequencing, reverse sequencing, next, then, afterwards, backwards, nursery rhymes, animation, actions, jump skip march, contrast -, loud /quiet / fast / slow, , listen, bang, tap, scratch. Ravel – Mother Goose Suite Chinese, bells, rain stick, cymbals Singing of a range of songs and learnt rhymes, exploring a wide range of appropriate songs and sources of inspiration (animations, /composers), developing sound associations – Which instruments help to create a magical</p>

			percussion and creating repeating patterns and compositions using instruments with picture cues and verbal cues.			sound?, Extending range of percussion
Artist Studies	Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. Children will be able to recognise the work of famous artists and take inspiration from their work. Children will be able to express how they feel about the work of the artist they are studying. Children will work to create collaboratively, sharing ideas, resources and skills, as well as independently. Children will learn the skill of returning to and building on their work, refining ideas and developing their ability to represent them.					
Intended Artists Vocabulary Implementation	Kandinsky, Sarah Morris Andy Goldsworthy Kandinsky, primary colours, thick lines, thin lines, shapes, circles, triangles English, photographer, sculpture, nature, natural, leaves, sand, ice, stone, tissue paper, colours, Exploration of Andy Goldsworthy Kandinsky through texts, videos, discussions and teacher demonstrations, children to express their ideas in the style of these artists.		Molly Mahon- Printing Printing, print, paint, pattern, repeating pattern, transfer, press, remove. Exploration of Molly Mahon through texts, videos, discussions and teacher demonstrations, children to express their ideas in the style of this artists.		Claude Monet Tulips, copy, colours, observe, shape, bright, bold, light, dark, realistic, unusual, still life, French, paper collage, scissors. Exploration of Claude Monet through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.	Vincent van Gogh Sunflowers, museum, Dutch, oil painting, Starry night, yellow, observational, soft, muted, background. Exploration of Vincent van Gogh through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.
Mark Making/Drawing Intent Vocabulary Implementation	(Skill) Draw people as representations of their family. Understand how to grip a pencil comfortably and explore making marks, creating lines and circles. Give meaning to marks made. Grip, pinch and flick, tight, loose, hand, lines, circles, shapes, copy, explain Mark making area, Workshop and creative areas, modelling how to use equipment safely. Model drawing a person accurately.	(Skill) Mark making to create Mendhi hand patterns using ink on paper Observe, copy, look, notice, shape, colour, lines, represent, dots, zig zag, straight, curve lines, circles Mark making area, Workshop and creative areas, modelling how to use equipment safely, Tabletop hand templates, modelling observational skills.	(Skill) Drawing shapes and form to create a recognisable representation Penguins/Polar Bears in pastels. , circles, shapes, lines, curve, straight, join, colour, body, head, flippers, beak, wings Mark making area, Workshop and creative areas, modelling how to use equipment safely, Modelling adding finer details, using the work of Miro.	(Skill) Observational drawing – St Mary's Church Observe, copy, look, notice, shape, colour, lines, represent, church, tower., windows, door. Mark making area, Workshop and creative areas, modelling how to use equipment safely, Modelling observational skills and the use of colour.	(Skill) Produce more detailed work and say what they have included. (London landmarks, crown jewels) Detail, explain, thick, thin, colour, observe, notice, like, dislike, reason. Mark making area, Workshop and creative areas, modelling how to use equipment safely, modelling observational skills, the use of colour, adding finer detail and explaining your art work, questioning children about their work.	(Skill) Observational drawing – artefacts from Victorian Kitchen. Show accuracy and care in their drawing. Observe, copy, look, notice, shape, colour, lines, represent, Mark making area, Workshop and creative areas, modelling how to use equipment safely, modelling observational skills, the use of colour and taking care and time.
Colour Intent Vocabulary Implementation	(Knowledge) Recognise and name colours. Colours, colour names, , , light, dark. Discussing colour names during play and discussions. Paints available to children, prompting children to identify colours linked to Autumn	(Skill) Explore colours mixing primary colours and secondary colours using powder paint to correct consistency. Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, thick, thin, runny	(Knowledge) Colours to represent Winter Winter, cold, weather, snow, frost, ice, sparkle, white, blue (dark/light), shiny, freeze. Model creating a artwork using carefully chosen colours discussing use of colour	(Skill) Exploring colours in nature and how they can be applied to art in the style of Andy Goldsworthy. Colours, colour names, nature, outside, style, similar, Any Goldsworthy, leaves, grass, soil, mud.	(Skill) Exploring shades of colour and how to make different shades (painting Spring flowers/ green for frogs- lifecycles). Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark, shades.	(Skill) Choosing a particular colour for a purpose Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark, purpose. Creative area with paints set up for children to access and

		Modelling mixing colours, paint bonfire using red, yellow, orange (fireworks, Autumn leaves)	and shape and light and dark colours.	Using a colour chart and paint chart outside to identify colours.	Exploring black and white and how it can change a colour, a range of colours available on the painting table for children to explore.	colouring pencils and crayons, a range of art work examples.
Painting Intent Vocabulary Implementation	(Skill) Create a representation of a person using straight lines and circles. Paint, painting, colour, head arms body legs, circle, straight. Creative area, workshop area, paintbrushes of different sizes	(Skill/Knowledge) Create circle artwork in the style of Kandinsky Paint, painting, colour, Kandinsky Creative area, workshop area, outdoor area, paintbrushes in provision, exploration of Kandinsky's work, teacher modelling of work.	(Experience) Explore different paint types - watercolour, powder paint, ready mix paint. Paint, painting, colour, choice, type, poster, ready mix, powder, water colour. Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of a range of media through modelling and then in provision.	(Skill) Mix paints to make new colours following instructions. Paint, painting, colour, choice, mix, new, primary and secondary Creative area, workshop area, toothbrushes in provision, exploration of mixing paints to make new colours	(Skill) Paint through inspiration, feeling, observation or imagination. Evaluate their own work and others, suggest how work can be improved. Look at Monet flowers painting for inspiration. Paint, painting, colour, choice, inspiration, feeling, emotion, imagination, observation, evaluate, like, dislike, change, similar, different, improve, better. Creative area, workshop area, paintbrushes in provision, exploration of a range of media.	(Experience) Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. Explore using different brush types (Add to paint area). Paint, painting, colour, choice, surface, paper, card, brushes, thick, thin, difference. Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of a range of media.
Printing Intent Vocabulary Implementation	(Skill) Printing with sponges and fingers to create Autumn tree. Print, paint, choice, hands, feet, fingers, smudge, clear print. Printing materials explored together as a class and on offer in provision.	(Skill) Printing with sponges and rollers, shapes. Inspiration Kandinsky (shapes) Print, paint, choice, smudge, clear print, sponge, rollers, shapes, Kandinsky. Printing materials explored together as a class and on offer in provision. Kandinsky's work explored together as a class.	(Skill) Printing simple repeating patterns (Aliens love underpants) Recognise patterns in the environment. Print, paint, choice, smudge, clear print, objects, patterns, environment, world, nature. Printing materials explored together as a class and on offer in provision. Exploration of natural materials – bring in from outside to print. Teaching of repeating patterns.	(Skill) Printing with natural objects/food e.g. leaves, pine cones.- blossom print- what can we print with? Print, paint, choice, smudge, clear print, objects, leaves, pine cones, flowers. Printing materials explored together as a class and on offer in provision. Exploration of natural materials – bring in from outside to print	Skill Experiment with monoprint. (Roll paint in a tray, draw a sunflower, roll on plain paper to see the print) Monoprint, paint, roll, draw, plain paper, Technique explored together as a class and on offer in provision.	(Skill) Create using their own ideas and explain the choices. Add a range of printing resources to the Art area. Print, paint, choice, smudge, clear print, ideas, explain, reason, why. Printing materials in provision for children to use independently.
Textiles and Materials (DT) Intent Vocabulary Implementation	(Skill) Make a hedgehog. Using malleable material to roll a sphere. Materials, textures, play-dough, roll, model, soft, hard, smooth pinch, press.	(Skill) Pinch pot diva light. Materials, textures, junk, modelling, build, tower, structure, higher, lower, taller, shorter, stronger, sturdy, glue, sellotape.	(Knowledge) understand the purpose of different textiles/materials. e.g. materials to keep penguin warm, cosy. Use threading techniques to create a snowflake.	(Skill) Collage using paper/material Gruffalo masks /St Lucia island representation as inspiration Materials, textures, collage, pattern	(Skill) Weaving (natural and manmade materials) Link with Victorians/ N.Park visit. Materials, textures, weaving, instructions, in and out, natural, manmade, pattern.	(Skill) Sewing using a pre-running stitch with natural resources. Materials, textures, sewing, stitch, natural, leaves, thread, needle, weaving, in and out.

	Exploration of a range of materials and their functions, creative areas.	Junk modelling materials available in class, different functions of glue explored with class.	Materials, textures, protect, winter, warm, thick, soft, insulate, hot, cold, wool, fur, layers, thread. Exploration of a range of materials and their functions, materials available in creative areas.	Collage exploration, collage materials available to class,	Weaving demonstrated to the class, weaving materials available in provision.	Safety instructions given, modelling safety with needles and instructions on how to sew, link between weaving and sewing.
3D work (DT) Intent Vocabulary Implementation	(Skill) Use simple joins when using different materials to create 3D work, e.g. Sellotape, masking tape, stick glue. Joins, materials, 3D, 3D work, Sellotape, masking tape, Sellotape, glue stick, stronger, hold. Exploration with the class of different ways to join materials and which is the best method for which material. Specific examples: make a sparkler (Joining with tape), making decorations for Divali (joining strips with glue, bunting, threading in holes)		(Skill) Use split pins to join moving materials (astronauts and aliens) Hole punch, hole, combine, join, split, press, movement Creation of workshop models including moving parts. (Skill) Using tabs to join materials, making 3D cones from circles St Lucia pitons, rocket, nose cone, joins, glue, paper, card, tabs, circles, cones Knowledge of St Lucia and its geography. Opportunities to design maps and models in workshop.		(Skill) Select tools and techniques needed to assemble and join materials they are using for a specific reason. Tools, techniques, join, assemble, materials, glue, folds, Sellotape, adapt, change, review, explain. A range of tools, materials, textiles available for children to access using the taught methods shown to them across the year.	
	Children will have continual access to a range of tools, materials, textiles throughout the year in the workshop. They will have the opportunity to practice and embed skills that are taught throughout the year.					
Structures (DT) Intent Vocabulary Implementation	I can make a structure with a purpose in mind. The structure may have enclosures and bridges. I can make my own structure and share and explain what I have made Build fall safe stack, balance, bridge, enclosure Linked to work Jack and the Beanstalk, Three Billy Goats Griff and houses and homes. Children can make a simple enclosure to represent buildings and bridges.		I can make a structure with a purpose in mind. The structure will have elements of symmetry and early representation. I can share my creations, explaining the process I have used. I can make improvements to my structure and tell an adult about it. Build fall safe stack, balance, bridge, enclosure, symmetry, representation, building, Link to work on localities, build simple representations of building we will see in Broughton. (Church, clock, school, houses, shops).		I can make a structure with a purpose in mind. The structure will be more detailed. I can share my creations, explaining the process I have used. I can make improvements to my structure and tell an adult about it. Build fall safe stack, balance, bridge, enclosure, symmetry, representation, building, Children will have the opportunity to continue to build on the skills they have develop. They will develop the skill of adding more intricate design elements to represent actual details. Good work with be shared to model and inspire. Work on display in the classroom.	
Food (DT) Intent Vocabulary Implementation	Explore special foods through links with our topics throughout the year. Children will experience chopping fruit and vegetables, mixing ingredients, experimenting with designs, saying if they like/dislike something. Grow, cook, bake, wash, taste, mix, chop, slice, like, dislike, improve. Seasonal links e.a. Making cakes for Broughton Bear's Birthday. Halloween pumpkin soup. toastina marshmallows over the campfire. Chinese New Year food, sweets for Divali. Designing alien biscuits for alien stay and play, tasting hot cross buns, chopping bananas for a banana smoothie.					
Cutting skills Intent Vocabulary Implementation	(Skill) Using one-handed tools and equipment, for example, making snips in paper/dough with scissors. (Making snips in paper to represent a hedgehog). Tools, cutting, scissors, care, safety, equipment,	(Skill) Use scissors to cut in a straight line. (Divali decorations) Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, straight line, copy, follow. Demonstration and discussions around	(Skill) Use scissors to cut shapes. Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, shapes, lines, copy. Scissors in provision, a variety of shapes for children to cut.	(Skill) Use scissors to cut curved lines (Easter Egg templates) Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, curved lines, copy, follow, trace.	(Skill) Use scissors independently. Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, independence, lines, follow. Scissors in provision, a variety of shapes for	(Skill) Use scissors for a particular purpose when combining different media and materials. Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, purpose, independence.

	<p>snips, small snips, large snips, paper.</p> <p>Demonstration and discussions around scissor safety, modelling the use of scissors – open and close to make small snips in a repeated process, scissors in provision. Snipping fallen Autumn leaves.</p>	<p>scissor safety, modelling the use of scissors – open and close to make small snips in a repeated process to follow a line, scissors in provision. Kandinsky shapes, cutting shapes of an angel</p>	<p>materials and pictures available for children to cut freely.</p>	<p>Demonstration and discussions around scissor safety, modelling the use of scissors – open and close to make small snips in a repeated process while moving the paper around to follow a curved line, scissors in provision.</p>	<p>children to cut, materials and pictures available for children to cut freely.</p>	<p>Scissors in provision, a variety of shapes for children to cut, materials and pictures available for children to cut freely.</p>
<p>Being Imaginative</p> <p>Intent</p> <p>Vocabulary</p> <p>Implementation</p>	<p>Take part in simple, pretend play often based on familiar experiences, e.g. making dinner. Uses available resources to create props or creates imaginary ones to support play. Develop storylines through small-world or role-play. Puppet storytelling</p> <p>Join in, pretend, roleplay, home corner, mums, dads, baby, small world, people, vehicles, cars, recreate, represent, shops, schools.</p> <p>Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children.</p>	<p>Retell parts of familiar stories through use of puppets, toys, masks or small world. Create more complex narratives in their pretend play, building on the contributions of their peers.</p> <p>Join in, pretend, roleplay, retell, stories, acting out, puppets, toys, small world, masks, home corner, conversations, taking on a role, pretending.</p> <p>Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children.</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher. Creates representations of both imaginary and real-life ideas, events, people and objects. Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</p> <p>Join in, pretend, roleplay, retell, stories, converse, conversation, represent, real life, imagination, celebrations, daily life, shopping, school.</p> <p>Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children, singing songs, rhymes and doing guided roleplaying activities together as guided groups or a whole class</p>			