

Marvellous me

TERM ONE FIRST HALF SEPT - OCT

RELIGIOUS EDUCATION		PSED		PHYSICAL DEVELOPMENT					
<p>MYSELF Pupils will know and understand 'the importance of my name.' Pupils will know and understand God knows and loves me and God knows my name. Pupils will acquire the skills of assimilation, celebration and application of the above.</p> <p>WELCOME Pupils will know and understand 'What is to welcome and be welcomed'. Pupils will know and understand Baptism: a welcome to God's family. Pupils will acquire the skills of assimilation, celebration and application of the above.</p>		<p>Children should know the differences between the things a baby needs and things a 4/5 year old child needs. Introduce class rules for appropriate indoor and outdoor behaviour. Look at carpet time rules for good sitting and listening. Introduce our behaviour rocket. Begin to work in key groups with key worker. Begin to join in with focussed group activities. Begin to join in with talk boost sessions. Introduce jigsaws and simple card/ board games into the environment Begin to introduce challenges within the provision, adults to provide support, guidance and encouragement to participate.</p>		<p>Weekly PE session in the hall or outdoor area to teach fundamental skills. Busy classroom environment with free flow to the outdoor space. Outdoor area providing different surfaces. Adults to model and support the use of the areas and equipment to ... Use balance bikes and large bikes outdoors. Use prams, wheelbarrows, space hoppers and balance snake. Use balancing planks and crates. Fill and carry buckets from the water tap. Sweep the outdoor area using brushes. Use large construction equipment indoors and outdoors. Music and movement sessions to support land enhance learning.</p>		<p>Hold a pencil with a tripod grasp. Make marks on paper to follow or extend the pattern. Daily dough disco sessions and use of clay within provision. Funky fingers activities. Large outdoor water painting. Pencil / wand ribbons Woodwork area Threading activities Creative area with scissors. Paints available with a range of brushes. Waterplay pouring, tipping activities. Sand area for digging and filling. Dress up area and clothes for the dolls. Weeding and watering in our planting area. A range of small world equipment. A range of construction kits. Draw a picture of themselves. Focus on the drawing of a figure with a head, body, arms and legs.</p>			
COMMUNICATION AND LANGUAGE		<p>Look at a Mr men and Little miss characteristic of learning. Introduce and make observations of the three playing and exploring characters. Introduce carpet rules for good sitting and listening. Introduce class rules for indoor and outdoor behaviour. Children will be supported to use the toilets, followed by good hand washing. Children will be supported with tasks like blowing their nose and tidying the classroom after play sessions. Children will be supported to take off and put on their own coats, hats and gloves. Children will be supported to take off and put on their shoes and socks following sand play. Children will be supported to put on and take off wet suits and wellington boots for outdoor activities. Children will be supported to put on, take off and put away aprons. Children will be supported to taste different fruits and vegetables at snack time and set up and clear away after themselves. Children will engage in bread making.</p>		<p>Engage in one to one discussions with an adult offering their own ideas, using recently introduced vocabulary. Engage in one to one discussions with an adult offering explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences.</p>					
<p>Engage in one to one discussions with an adult offering their own ideas, using recently introduced vocabulary. Engage in one to one discussions with an adult offering explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences.</p>		<p>Staff available to guide the children during their provision play, supported to share and take turns. Begin to use the behaviour rocket to reward and sanction. Allow the children to settle into the environment before placing them into key groups. Let relationship bonds lead this. Build relationships with parents through home visits and daily contact during drop off and pick up times. Provision time with adults getting to know the children and encouraging them to interact with other children. Begin to take part in worship sessions that focus on building friendships through following Jesus' messages. Share photos and news about me and my family.</p>		<p>Engage in one to one discussions with an adult offering their own ideas, using recently introduced vocabulary. Engage in one to one discussions with an adult offering explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences.</p>					
LITERACY		MATHEMATICS							
<p>Story focused learning including traditional tales, topic or themed stories and Non fiction books. Develop and re-visit the story through small word and role play. Engage in poems, songs and dance activities connected with the story/ theme. Whole class freeze play and hot seating activities. Use IT to enhance understanding and engagement with key stories. Encourage the children to talk about the story using newly introduced vocabulary. Add some key vocabulary to our bottle display. Add key vocabulary to enhance provision play areas. Use class challenges to encourage children to participate in story lead learning.</p>		<p>Use Lancashire planning document that correspond with the learning and progression steps (LAPS) for EYFS.</p> <p>Use Numberland and Numberblocks to Rote counting Counting objects Shape Number sense Number recognition Number graphics Calculating</p>							
<p>Recognise and name the first three sets of letter sounds s,a,t,p,i,n,m,d,g,o,c,k Join in with blending activities in a focused group.</p>		<p>Hold a pencil with a tripod grasp. Make marks on paper to follow or extend the pattern. Join in with segmenting activities in a focused group</p>							
EAD		UNDERSTANDING THE WORLD							
<p>Access to the creative area with a range of resources for children to explore their own creative interests and ideas. Encourage the children to hold scissors and tools correctly when cutting and joining. Develop the skills of drawing round a template. Develop skills using scissors to cut paper. Drawing a picture of a figure. Painting self - portraits; Look at the work of Yayoi Kusama and encourage the children to explore and reproduce some pumpkin designs Make prints using hands and fingers. Introduce the creative area. Adults to ... <ul style="list-style-type: none"> Model its use Encourage the children to talk about their work. Encourage the children to think of their own ideas Focus stories to role play this term The little red hen The gingerbread man Role play a Baby clinic and home corner.</p>		<p>Small world area equipped with a range of resources to provoke independent child initiated play and opportunities to retell class stories. Introduce Tales toolkit characters symbol. Join in and sing counting rhymes and songs. Five little ducks Five little speckled frogs. One elephant went out one day. Five currant buns Ten fat sausages. Five little monkeys. One, two three four five. Weekly Charranga music sessions Songs about ourselves, our bodies etc. Actions songs and ring games. Music area to explore music using keyboard, guitar and percussion instruments. HYMNS From my head to my toes.</p>		<p>Talk about their lives and their family and home, Talk about Mrs Deacon's family and her journey growing up. Talk about the role in society of local farmers who help to feed us by helping at harvest time</p>		<p>Getting to know our new classroom/ school environment and how to find our way around. Use the walk to the Harris library as an opportunity to describe their immediate environment using knowledge from observations and discussions, Begin to join in with our daily class worship. Talk about our families and where they visited in this world. Where do grandparents/ extended family live? Where have they visited?</p>		<p>Explore the natural world around them, making observations and drawing pictures of animals and plants to explore Harvest time. Use our outdoor learning to explore our natural world around us and the seasons of the year. Talk about and discover Summer days turning into Autumn days.</p>	

Colours around me TERM ONE SECOND HALF OCT - DEC

RELIGIOUS EDUCATION	PSED	PHYSICAL DEVELOPMENT	
<p>WELCOME (continued) Pupils will know and understand 'What is to welcome and be welcomed'. Pupils will know and understand Baptism: a welcome to God's family. Pupils will acquire the skills of assimilation, celebration and application of the above.</p> <p>BIRTHDAY Pupils will know and understand What a birthday is; waiting for a birthday Pupils will know and understand Advent: looking forward to Christmas, the birthday of Jesus. Pupils will acquire the skills of assimilation, celebration and application of the above.</p>	<p>Talk about their feeling through the story of the colour monster. Introduce class rules for appropriate indoor and outdoor behaviour. Look at carpet time rules for good sitting and listening. Introduce our behaviour rocket. Begin to work in key groups with key worker. Begin to join in with focussed group activities. Begin to join in with talk boost sessions. Introduce jigsaws and simple card/ board games into the environment Begin to introduce challenges within the provision, adults to provide support, guidance and encouragement to participate.</p>	<p>Weekly PE session in the hall or outdoor area to teach fundamental skills. Busy classroom environment with free flow to the outdoor space. Outdoor area providing different surfaces. Adults to model and support the use of the areas and equipment to ... Use balance bikes and large bikes outdoors. Use prams, wheelbarrows and space hoppers. Use balancing planks and crates. Fill and carry buckets from the water tap. Sweep the outdoor area using brushes. Use large construction equipment indoors and outdoors. Use space hoppers and balance snake. Music and movement sessions to support land enhance learning.</p>	<p>Make marks on paper to represent the letters of their name. Daily dough disco sessions and use of clay within provision. Funky fingers activities. Large outdoor water painting. Pencil / wand ribbons Woodwork area Threading activities Creative area with scissors. Paints available with a range of brushes. Waterplay pouring, tipping activities. Sand area for digging and filling. Dress up area and clothes for the dolls. Weeding and watering in our planting area. A range of small world equipment. A range of construction kits. Follow a process to draw pictures of simple owls.</p>
COMMUNICATION AND LANGUAGE	<p>Look at a Mr men and Little miss characteristic of learning. Introduce and make observations of the three playing and exploring characters. Introduce rules for fire pit safety. Children will be supported to use the toilets, followed by good hand washing. Children will be supported with tasks like blowing their nose and tidying the classroom after play sessions. Children will be supported to take off and put on their own coats, hats and gloves. Children will be supported to take off and put on their shoes and socks following sand play. Children will be supported to put on and take off wet suits and wellington boots for outdoor activities. Children will be supported to put on, take off and put away aprons. Children will be supported to taste different fruits and vegetables at snack time and set up and clear away after themselves. Children will engage in making a healthy soup on the open fire.</p>		
<p>Talk boost sessions Encourage children to listen attentively and respond to what they hear with relevant actions, when being read to and during small group interactions. Children will participate in a range of adult led activities based on stories and learning around a theme. They will be encouraged to engage in these activities and offer their own ideas. Children will be offered the opportunity to chat with their peers in a friendly environment. Adults available to support children during provision time.</p>	<p>Staff available to guide the children during their provision play, supported to share and take turns. Begin to use the behaviour rocket to reward and sanction. Allow the children to settle into the environment before placing them into key groups. Let relationship bonds lead this. Build relationships with parents through home visits and daily contact during drop off and pick up times. Provision time with adults getting to know the children and encouraging them to interact with other children. Begin to take part in worship sessions that focus on building friendships through following Jesus' messages.</p>		
<p>Engage in one to one discussions with an adult offering their own ideas, using recently introduced vocabulary. Engage in one to one discussions with an adult offering explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences,</p>			

LITERACY	MATHEMATICS
<p>Story focused learning including traditional tales, topic or themed stories and Non fiction books. Develop and re-visit the story through small word and role play. Engage in poems, songs and dance activities connected with the story/ theme. Whole class freeze play and hot seating activities. Use IT to enhance understanding and engagement with key stories. Encourage the children to talk about the story using newly introduced vocabulary. Add some key vocabulary to our bottle display. Add key vocabulary to enhance provision play areas. Use class challenges to encourage children to participate in story lead learning.</p>	<p>Use Lancashire planning document that correspond with the learning and progression steps (LAPS) for EYFS.</p> <p>Use Numberland and Numberblocks to Rote counting Counting objects Shape Number sense Number recognition Number graphics Calculating</p>
<p>Recognise and name all phase two letter sounds s,a,t,p,i,n,m,d,g,o,c,k e,u,r,ck,h,b,f,ff,l,ll,ss Begin to blend sounds orally to guess a word. Recognise and read the five phase two tricky words. I, no, go, to, the</p>	<p>Make marks on paper to represent the letters of their name. Begin to segment a word orally to hear the sounds.</p>

EAD	UNDERSTANDING THE WORLD
<p>Access to the creative area with a range of resources for children to explore their own creative interests and ideas. Encourage the children to hold scissors and tools correctly when cutting and joining. Investigate mixing of colours to make new ones. Explore painting on different surfaces. Paint firework pictures on black paper. Make large bonfire. Make owl collage pictures. Make clay owl. Make Christ the king crowns. Investigate mixing black and white to colours to make then darker or lighter. Find out about Claude Monet....create a poppy field painting Paint Elmer add your own patterns by mixing new colours. Christmas crafts using lots of colour and sparkle Independently use the creative area. Adults to ... Model its use Encourage the children to talk about their work. Encourage the children to think of their own ideas Focus stories to role play this term Bear Snores on Little Red Riding Hood Owl babies The Christmas story Make indoor role play area into wood/forest Role play - woodland area with animals</p>	<p>Small world area equipped with a range of resources to provoke independent child initiated play and opportunities to retell class stories. Introduce Tales toolkit settings symbol. Join in with rhymes and songs. The wheels on the bus. If you're happy and you know it. BINGO Hickory dickory dock. Twinkle twinkle I'm a little teapot. Weekly Charranga music sessions Use instruments to make firework sounds Bonfire poem. Owl songs Christmas play and songs HYMNS Mary had a baby Silent night We wish you a merry Christmas</p>
<p>Talk about the lives of the children in our class celebrating Diwali. Talk about the lives of the children in our class celebrating Christmas. Talk about the role in society of the park rangers and how they help to care for our local parks.. Black history month - Find out about Floella Benjamin and her journey to England. Listen to Cbeebies bedtime story about Floella's journey to England.</p>	
<p>Visit Avenham park to look at the signs of autumn and locate the river. Give opportunities for the children to describe their immediate environment using knowledge from observations and discussions, Join the whole school for assemblies. Use books, video clips and discussions with the children to talk about the similarities and differences between different religious and cultural communities in this country. Hanukah 28th Nov Diwali 4th Nov Advent 28th Nov Christmas 25th Dec</p>	
<p>Explore the natural world around them, making observations and drawing pictures of animals and plants to explore Autumn time. Use our outdoor learning to explore our natural world around us and the seasons of the year. Talk about our natural world around use when exploring Avenham park. Know that different animals live in different countries. Talk about and discover changes to our environment in Autumn.</p>	

Our wonderful world TERM ONE FIRST HALF JAN – FEB

RELIGIOUS EDUCATION	PSED	PHYSICAL DEVELOPMENT	
<p>Let's celebrate Pupils will know and understand what a celebration is. Pupils will know and understand how the parish family celebrate. Pupils will acquire the skills of assimilation, celebration and application of the above.</p> <p>Gathering Pupils will know and understand how and why people gather together. Pupils will know and understand the joy of gathering together to celebrate at Mass Pupils will acquire the skills of assimilation, celebration and application of the above.</p>	<p>Talk about behaviour boundaries through discussions about Goldilocks' behaviour. Remind children of our rules for appropriate indoor and outdoor behaviour. Use visual cues to support children when sitting and listening during carpet time. Use the behaviour rocket to reward and sanction. Work in key groups with key worker. Join in with focussed group activities. Join in with talk boost sessions. Be supported to use jigsaws and simple card/ board games in the environment Join in with challenges within the provision, adults to continue to provide support and guidance where needed and encouragement to participate.</p>	<p>Weekly PE session in the hall or outdoor area to teach fundamental skills. Busy classroom environment with free flow to the outdoor space. Outdoor area providing different surfaces. Adults to support when needed the use of the areas and equipment to... Use of balance bikes and large bikes outdoors. Use of prams and space hoppers and balance snake. Use of balancing planks and crates. Fill and carry buckets from the water tap. Sweep the outdoor area using brushes. Use large construction equipment indoors and outdoors. Music and movement sessions to support land enhance learning.</p>	<p>Begin to form ladder letter shapes on paper. Starting and finishing in the correct place. Daily dough disco sessions and use of clay within provision. Funky fingers activities. Large outdoor water painting. Pencil / wand ribbons Woodwork area Threading activities Creative area with scissors. Paints available with a range of brushes. Waterplay pouring, tipping activities. Sand area for digging and filling. Dress up area and clothes for the dolls. Weeding and watering in our planting area. A range of small world equipment. A range of construction kits. Observational drawings of our teddy bears.</p>
COMMUNICATION AND LANGUAGE	<p>Look at a Mr men and Little miss characteristic of learning. Introduce and make observations of the three active learning characters. Introduce rules for keeping safe on our Avenham park outing. Discuss Goldilocks' behaviour... is this acceptable behaviour? Children will be encouraged to independently use the toilets and wash their hands. Children will be encouraged to independently blow their noses and tidy the classroom after play sessions. Children will be encouraged to independently take off and put on their own coats. Children will be encouraged to independently take off and put on their shoes and socks following sand play. Children will be encouraged to independently put on and take off wet suits and wellington boots for outdoor activities. Children will be encouraged to independently put on, take off and put away aprons. Children will be encouraged to taste different fruits and vegetables at snack time and set up and clear away after themselves. Children will talk about the difference between animals diets.. carnivores, herbivores and omnivores.</p>		
<p>Talk boost sessions Encourage children to listen attentively and respond to what they hear with relevant comments, when being read to and during small group interactions. Children will be encouraged to make comments about their learning to clarify their understanding. Children will be encouraged to chat with their peers in a friendly environment. Adults available to support children during provision time.</p>	<p>Staff available to guide the children during their provision play, supported to share and take turns when needed. Use the behaviour rocket to reward and sanction. Key group time in a morning Daily contact with parents during drop off and pick up times. Provision time with adults knowing when to interact and stay away. Take part in worship sessions that focus on building friendships through following Jesus' messages. Begin to take part in whole school assemblies to learn about God's messages.</p>		
<p>Engage in focused group activities offering their own ideas, using recently introduced vocabulary. Engage in focused group activities offering explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using past, present and future tenses.</p>			

LITERACY	MATHEMATICS	
<p>Story focused learning including traditional tales, topic or themed stories and Non fiction books. Develop and re-visit the story through small word and role play. Engage in poems, songs and dance activities connected with the story/ theme. Whole class freeze play and hot seating activities. Use IT to enhance understanding and engagement with key stories. Encourage the children to talk about the story using newly introduced vocabulary. Add some key vocabulary to our bottle display. Add key vocabulary to enhance provision play areas. Use class challenges to encourage children to participate in story lead learning.</p>	<p>Use Lancashire planning document that correspond with the learning and progression steps (LAPS) for EYFS.</p> <p>Counting and comparing. Partitioning and understanding part-whole Understanding teen numbers. Distance (length, height, width) Mass/weight and capacity/volume Shape and sorting Addition Subtraction Halving and doubling Number sense</p>	
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"> <p>Recognise and name half of the phase three letter sounds j,v,w,x,z,zz,y,qu,sh,ch,th,ng Confidently blend sounds orally to guess and word Begin to read cvc words with the sounds they know.</p> </td> <td style="width: 50%;"> <p>Begin to form ladder letter shapes on paper. Starting and finishing in the correct place. Confidently segment a word into sounds. Begin to write cvc words with the sounds they know.</p> </td> </tr> </table>		<p>Recognise and name half of the phase three letter sounds j,v,w,x,z,zz,y,qu,sh,ch,th,ng Confidently blend sounds orally to guess and word Begin to read cvc words with the sounds they know.</p>
<p>Recognise and name half of the phase three letter sounds j,v,w,x,z,zz,y,qu,sh,ch,th,ng Confidently blend sounds orally to guess and word Begin to read cvc words with the sounds they know.</p>	<p>Begin to form ladder letter shapes on paper. Starting and finishing in the correct place. Confidently segment a word into sounds. Begin to write cvc words with the sounds they know.</p>	

EAD	UNDERSTANDING THE WORLD			
<p>Access to the creative area with a range of resources for children to explore their own creative interests and ideas. Encourage the children to experiment with cutting, paper carefully and joining activities. Print with a range of soft and hard materials. Use roller to print from found objects. Make and discover ice caves Make observational drawings of our teddies. Make passports Make masks of the different types of bears. Independently use the creative area. Adults to ... Support when needed. Question their thoughts and ideas. Encourage the children to think of their own ideas Focus stories to role play this term Whatever next Were going on a bear hunt Goldilocks and the three bears Role play the bears cottage. Church role play Make aeroplane / airport role play area. Create a Chinese restaurant. Role play activities flying off to the moon in a cardboard box. Role play activities Polar bears cave in the shed outside.</p>	<p>Small world area equipped with a range of resources to provoke independent child initiated play and opportunities to retell class stories. Use and discuss Tales toolkit characters and settings symbol's Join in with rhymes and songs. If you're happy. Baa, baa black sheep The grand old duke of York. Teddy bear, teddy bear. Weekly Charranga music sessions Music making sounds to reflect the Bear hunt story; swishing water etc. Make Chinese dragons to dance</p>	<p>Talk about the lives of the children in our class celebrating Chinese new Year. Talk about the role in society of the people who work in the Harris museum and library.</p>	<p>Visit the Harris museum giving opportunities for the children to describe their immediate environment using knowledge from observations and discussions, Look at Google maps and paper street maps ...finding where I live Use books, video clips and discussions with the children to talk about the similarities and differences between different religious and cultural communities in this country. Chinese New Year 1st Feb Use animal/bear stories, non-fiction text, Google earth, maps and video clips to learn about the similarities and differences between life in this country and life in other countries.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants to explore Winter time. Use our outdoor learning to explore our natural world around us and the seasons of the year. Talk about the similarities and differences between contrasting environments in our world. Know that different animals live in different countries . Talk about and discover winter time. Explore and discuss snow and ice and how Polar bears keep warm.</p>

Superheroes TERM TWO SECOND HALF FEB - APR

RELIGIOUS EDUCATION	PSED	PHYSICAL DEVELOPMENT		
<p>Gathering (continued) Pupils will know and understand how and why people gather together. Pupils will know and understand the joy of gathering together to celebrate at Mass Pupils will acquire the skills of assimilation, celebration and application of the above.</p> <p>Growing Pupils will know and understand that spring is a time when things begin to grow. Pupils will know and understand Lent - a time to grow in love to be more like Jesus and to look forward to Easter. Pupils will acquire the skills of assimilation, celebration and application of the above.</p>	<p>Talk about the actions of good guys and bad guys in superheroes and villains. Remind children of our rules for appropriate indoor and outdoor behaviour. Use visual cues to support children when sitting and listening during carpet time. Use the behaviour rocket to reward and sanction. Work in key groups with key worker. Join in with focussed group activities. Join in with talk boost sessions. Be supported to use jigsaws and simple card/ board games in the environment Join in with challenges within the provision, adults to continue to provide support and guidance where needed and encouragement to participate.</p>	<p>Weekly PE session in the hall or outdoor area to teach fundamental skills. Busy classroom environment with free flow to the outdoor space. Outdoor area providing different surfaces. Adults to support when needed the use of the areas and equipment to... Use of balance bikes and large bikes outdoors. Use of prams and space hoppers and balance snake. Use of balancing planks and crates. Fill and carry buckets from the water tap. Sweep the outdoor area using brushes. Use large construction equipment indoors and outdoors. Music and movement sessions to support land enhance learning.</p>	<p>Begin to form robot arm letter shapes on paper. Starting and finishing in the correct place. Daily dough disco sessions and use of clay within provision. Funky fingers activities. Large outdoor water painting. Pencil / wand ribbons Woodwork area Threading activities Creative area with scissors. Paints available with a range of brushes. Waterplay pouring, tipping activities. Sand area for digging and filling. Dress up area and clothes for the dolls. Weeding and watering in our planting area. A range of small world equipment. A range of construction kits. Drawing superheroes in a comic book style.</p>	
COMMUNICATION AND LANGUAGE	<p>Look at a Mr men and Little miss characteristic of learning. Introduce and make observations of the three active learning characters. Victorian school rules and punishments. Our school rules today. Children will be encouraged to independently use the toilets and wash their hands. Children will be encouraged to independently blow their noses and tidy the classroom after play sessions. Children will be encouraged to independently take off and put on their own coats. Children will be encouraged to independently take off and put on their shoes and socks following sand play. Children will be encouraged to independently put on and take off wet suits and wellington boots for outdoor activities. Children will be encouraged to independently put on, take off and put away aprons. Children will be encouraged to taste different fruits and vegetables at snack time and set up and clear away after themselves</p>			
<p>Talk boost sessions Encourage children to listen attentively and respond to what they hear with relevant comments, when being read to and during whole class discussions and small group interactions. Children will be encourages to make comments about their learning to clarify their understanding. Children will be encouraged to chat with their peers in a friendly environment. Adults available to support children during provision time.</p>	<p>Staff available to guide the children during their provision play, supported to share and take turns when needed. Use the behaviour rocket to reward and sanction. Key group time in a morning Daily contact with parents during drop off and pick up times. Provision time with adults knowing when to interact and stay away. Take part in worship sessions that focus on building friendships through following Jesus' messages. Begin to take part in whole school assemblies to learn about God's messages. Talk about super qualities to have when learning about superheroes.</p>			
<p>Engage in focused group activities offering their own ideas, using recently introduced vocabulary. Engage in focused group activities offering explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using past, present and future tenses.</p>				
LITERACY	MATHEMATICS			
<p>Story focused learning including traditional tales, topic or themed stories and Non fiction books. Develop and re-visit the story through small word and role play. Engage in poems, songs and dance activities connected with the story/ theme. Whole class freeze play and hot seating activities. Use IT to enhance understanding and engagement with key stories. Encourage the children to talk about the story using newly introduced vocabulary. Add some key vocabulary to our bottle display. Add key vocabulary to enhance provision play areas. Use class challenges to encourage children to participate in story lead learning.</p>	<p>Use Lancashire planning document that correspond with the learning and progression steps (LAPS) for EYFS.</p> <p>Counting and comparing. Partitioning and understanding part-whole Understanding teen numbers. Distance (length, height, width) Mass/weight and capacity/volume Shape and sorting Addition Subtraction Halving and doubling Number sense</p>			
<p>Recognise and name all of the phase three letter digraphs and trigraphs j,v,w,x,y,z,zz,qu,sh,ch,th,ng, ai, ee,igh,oa,oo,ar, or, ur,ow, oi, ear,air,ure,er Independently read CVC words using the sounds they know Recognise and read phase three tricky words. he, she, we, me, be, my, was, you, they, are, her, all</p>	<p>Begin to form robot arm letter shapes on paper. Starting and finishing in the correct place. Independently write CVC words using the sounds they know</p>			
EAD	UNDERSTANDING THE WORLD			
<p>Access to the creative area with a range of resources for children to explore their own creative interests and ideas. Encourage the children to experiment with cutting, paper carefully and joining activities. Create by weaving materials i.e. grass through twigs. Make skeleton pictures Fold, crumple, tear and overlap papers using fluorescent colours. Design and make superhero masks and capes. Independently use the creative area. Adults to ... Support when needed. Question their thoughts and ideas. Encourage the children to think of their own ideas Focus stories to role play this term Supertato. Superkids Superworm Easter story Dolls/ teddy hospital. Superhero role-play and small world Superhero training school...outside PJ Masks deconstruct role play inside. Victorian school room</p>	<p>Small world area equipped with a range of resources to provoke independent child initiated play and opportunities to retell class stories. Introduce Tales toolkit problem and solution symbols Join in with rhymes and songs. Insy Winsy spider. Doctor foster. Ring a ring a roses. One, two buckle my shoe Weekly Charranga music sessions Superhero songs Easter and Spring time songs. Mothers day song HYMNS L.E.N.T Lent.</p>	<p>Talk about the lives of the children in our class celebrating Eid. Talk about the lives of the children in our class celebrating Easter. Talk about the role in society of people who help us. Our mums, people in school and in the emergency services. Talk about the similarities and differences of our school and homes in the Victorian times and now. Learn about the past through reading the 'Magic Grandad' and 'Victorian schools' books.</p>	<p>Use books, video clips and discussions with the children to talk about the similarities and differences between different religious and cultural communities in this country. Lent 2nd March Rahadan 1st April Easter 14th April</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants to explore minibests and Spring time. Use our outdoor learning to explore our natural world around us and the seasons of the year. Talk about and discover Winter turning into Spring time.</p>

Growth and change TERM THREE FIRST HALF APR - MAY

RELIGIOUS EDUCATION	PSED	PHYSICAL DEVELOPMENT		
<p>Good news Pupils will know and understand that everyone has good news to share. Pupils will know and understand Pentecost: the celebration of the Good News of Jesus. Pupils will acquire the skills of assimilation, celebration and application of the above.</p> <p>Friends Pupils will know and understand we can make friends. Pupils will know and understand that Jesus had good friends. What Jesus tells us about Friendship. Pupils will acquire the skills of assimilation, celebration and application of the above.</p>	<p>Discuss the story 'Jack and the mean stalk'. Talk about things that make them happy and sad. Remind children of our rules for appropriate indoor and outdoor behaviour when needed. Use visual cues to support children when sitting and listening during carpet time. Use the behaviour rocket to reward and sanction. Work in key groups with key worker. Join in with focussed group activities. Join in with talk boost sessions. Independently use jigsaws and simple card/ board games in the environment Join in with challenges within the provision, adults to allow the children to complete these independently.</p> <p>Look at a Mr men and Little miss characteristic of learning. Introduce and make observations of the three critical thinking characters. Write a list of rules for the mean stalk to follow. Children will independently use the toilets and wash their hands. Children will independently blow their noses and tidy the classroom after play sessions. Children will independently take off and put on their own coats. Children will independently take off and put on their shoes and socks following sand play. Children will independently put on and take off wet suits and wellington boots for outdoor activities. Children will independently put on, take off and put away aprons. Children will be encouraged to taste different fruits and vegetables at snack time and independently set up and clear away after themselves. Children will grow their own fruits and vegetables and discuss healthy and unhealthy food choices. Children will taste their home grown products.</p> <p>Staff to stand back and allow the children to independently share and take turns during their provision play, Intervene only when necessary. Use the behaviour rocket to reward and sanction. Key group time in a morning Daily contact with parents during drop off and pick up times. Provision time with adults knowing when to interact and stay away.</p> <p>Take part in worship sessions that focus on building friendships through following Jesus' messages Take part in whole school assemblies to learn about God's messages. Learn about Jesus' friends and discuss why friends are special.</p>	<p>Weekly PE session in the hall or outdoor area to teach fundamental skills. Busy classroom environment with free flow to the outdoor space. Outdoor area providing different surfaces. Adults to encourage independence when using the areas and equipment to... Use of balance bikes and large bikes outdoors. Use of prams, space hoppers and balance snake. Use of balancing planks and crates. Fill and carry buckets from the water tap. Sweep the outdoor area using brushes. Use large construction equipment indoors and outdoors. Music and movement sessions to support land enhance learning.</p>	<p>Begin to form zigzag monster letter shapes on paper. Starting and finishing in the correct place. Daily dough disco sessions and use of clay within provision. Funky fingers activities. Large outdoor water painting. Pencil / wand ribbons Woodwork area Threading activities Creative area with scissors. Paints available with a range of brushes. Waterplay pouring, tipping activities. Sand area for digging and filling. Dress up area and clothes for the dolls. Weeding and watering in our planting area. A range of small world equipment. A range of construction kits. Drawing minibeasts to include body, head, legs and wings.</p>	
COMMUNICATION AND LANGUAGE	<p>Talk boost sessions Encourage children to listen attentively and respond to what they hear with relevant questions, when being read to and during whole class discussions and small group interactions. Children will be encouraged to ask questions about their learning to clarify their understanding. Children will hold conversations with their peers happily in the environment. Adults available to support children when needed during provision time.</p> <p>Engage in whole class activities offering their own ideas, using recently introduced vocabulary. Engage in whole class activities offering explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using conjunctions, with modelling and support from their teacher.</p>			
LITERACY	MATHEMATICS			
<p>Story focused learning including traditional tales, topic or themed stories and Non fiction books. Develop and re-visit the story through small word and role play. Engage in poems, songs and dance activities connected with the story/ theme. Whole class freeze play and hot seating activities. Use IT to enhance understanding and engagement with key stories. Encourage the children to talk about the story using newly introduced vocabulary. Add some key vocabulary to our bottle display. Add key vocabulary to enhance provision play areas. Use class challenges to encourage children to participate in story lead learning.</p> <p>Begin to use these sounds when reading Begin to use these sounds when writing. Begin to read simple sentences using the sounds they know. Begin to recognise these tricky words in reading books. Begin to use these tricky words in their writing</p>	<p>Use Lancashire planning document that correspond with the learning and progression steps (LAPS) for EYFS.</p> <p>Counting, comparing and ordering Understanding part - whole addition and subtraction Fractions Distance (length, height, width) Weight Capacity/volume and money Shape and sorting Time Space Money and sorting Number sense Addition and subtraction</p>			
EAD	UNDERSTANDING THE WORLD			
<p>Access to the creative area with a range of resources for children to explore their own creative interests and ideas. Encourage the children to experiment with cutting, paper, card and joining activities. Use a variety of colours to paint a butterfly Paint a large minibeast, using colour-mixing techniques. Look at natural patterns on tree bark, spider's web etc. Make observational drawings of caterpillars. Printing hands caterpillar. Snail paintings. Use clay to make a snail. Observational drawing of blossom and buds in Spring. Make seed collage pictures Independently use the creative area. Adults to ... Encourage independence Question their ideas and next steps. Question processes to achieve results and how to improve their work. Focus stories to role play this term Jack and the beanstalk. The very hungry caterpillar. Monkey Puzzle Flower shop/ garden centre role play</p>	<p>Small world area equipped with a range of resources to provoke independent child initiated play and opportunities to retell class stories. Use Tales toolkit to create their own stories. Join in with rhymes and songs. Mary, Mary Alphabet song Mary had a little lamb. Weekly Charranga music sessions songs, First the farmer, ladybird etc HYMNS If I were a butterfly. Lady bird, do you know who made you. The Holy Spirit fills me up.</p>	<p>Talk about how we will organise our growing area. Learn about fruits and vegetables that grow in our country and others. Eid ul fitr 2nd May</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants to explore growth and change. Use our outdoor learning to explore our natural world around us and the seasons of the year. Know that different fruits and vegetables grow in different countries. Talk about and discover changes to our environment in Spring. Engage in planting and caring for flowers, fruits and vegetables. Explore the changes of a caterpillar to a butterfly and other creatures.</p>	

Water TERM ONE SECOND HALF JUNE - JULY

RELIGIOUS EDUCATION	PSED	PHYSICAL DEVELOPMENT		
<p>Friends (continued) Pupils will know and understand we can make friends. Pupils will know and understand that Jesus had good friends. What Jesus tells us about Friendship. Pupils will acquire the skills of assimilation, celebration and application of the above. Our world Pupils will know and understand what we love and wonder about our world. Pupils will know and understand that God gave us this wonderful world. Pupils will acquire the skills of assimilation, celebration and application of the above.</p>	<p>Talk about the behaviour of good and bad pirates. Remind children of our rules for appropriate indoor and outdoor behaviour when needed. Use visual cues to support children when sitting and listening during carpet time. Use the behaviour rocket to reward and sanction. Work in key groups with key worker. Join in with focussed group activities. Join in with talk boost sessions. Independently use jigsaws and simple card/ board games in the environment Join in with challenges within the provision, adults to allow the children to complete these independently.</p>	<p>Weekly PE session in the hall or outdoor area to teach fundamental skills. Busy classroom environment with free flow to the outdoor space. Outdoor area providing different surfaces. Adults to encourage independence when using the areas and equipment to... Use of balance bikes and large bikes outdoors. Use of prams, space hoppers and balance snake. Use of balancing planks and crates. Fill and carry buckets from the water tap. Sweep the outdoor area using brushes. Use large construction equipment indoors and outdoors. Music and movement sessions to support land enhance learning.</p>	<p>Begin to form zigzag monster letter shapes on paper. Starting and finishing in the correct place. Daily dough disco sessions and use of clay within provision. Funky fingers activities. Large outdoor water painting. Pencil / wand ribbons Woodwork area Threading activities Creative area with scissors. Paints available with a range of brushes. Waterplay pouring, tipping activities. Sand area for digging and filling. Dress up area and clothes for the dolls. Weeding and watering in our planting area. A range of small world equipment. A range of construction kits. Drawing under the sea creatures.</p>	
COMMUNICATION AND LANGUAGE	<p>Look at a Mr men and Little miss characteristic of learning. Introduce and make observations of the three critical thinking characters. Introduce rules for keeping safe on our trip to the farm or beach. Discuss water safety. Discuss sports day rules and appropriate / fair behaviour. Children will independently use the toilets and wash their hands. Children will independently blow their noses and tidy the classroom after play sessions. Children will independently take off and put on their own coats. Children will independently take off and put on their shoes and socks following sand play. Children will independently put on and take off wet suits and wellington boots for outdoor activities. Children will independently put on, take off and put away aprons. Children will be encouraged to taste different fruits and vegetables at snack time and independently set up and clear away after themselves. Children will grow their own fruits and vegetables and discuss healthy and unhealthy food choices. Children will taste their home grown products. Children will find out about the importance of drinking water.</p>	<p>Staff to stand back and allow the children to independently share and take turns during their provision play, Intervene only when necessary. Use the behaviour rocket to reward and sanction. Key group time in a morning Daily contact with parents during drop off and pick up times. Provision time with adults knowing when to interact and stay away. Take part in worship sessions that focus on building friendships through following Jesus' messages Take part in whole school assemblies to learn about God's messages. Learn about Jesus' friends and discuss why friends are special.</p>		
<p>Talk boost sessions Encourage children to listen attentively and respond to what they hear with relevant questions, when being read to and during whole class discussions and small group interactions. Children will be encouraged to ask questions about their learning to clarify their understanding. Children will hold conversations with their peers happily in the environment. Adults available to support children when needed during provision time.</p>				
<p>Engage in whole class activities offering their own ideas, using recently introduced vocabulary. Engage in whole class activities offering explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using conjunctions, with modelling and support from their teacher.</p>				
LITERACY	MATHEMATICS			
<p>Story focused learning including traditional tales, topic or themed stories and Non fiction books. Develop and re-visit the story through small word and role play. Engage in poems, songs and dance activities connected with the story/ theme. Whole class freeze play and hot seating activities. Use IT to enhance understanding and engagement with key stories. Encourage the children to talk about the story using newly introduced vocabulary. Add some key vocabulary to our bottle display. Add key vocabulary to enhance provision play areas. Use class challenges to encourage children to participate in story lead learning.</p>	<p>Use Lancashire planning document that correspond with the learning and progression steps (LAPS) for EYFS.</p> <p>Counting, comparing and ordering Understanding part - whole addition and subtraction Fractions Distance (length, height, width) Weight Capacity/volume and money Shape and sorting Time Space Money and sorting Number sense Addition and subtraction</p>			
<p>Confidently use these sounds when reading. Confidently use these sounds when writing. Independently read simple sentences with the sounds they know. Confidently recognise these tricky words in reading books. Confidently use these tricky words in their writing</p>	<p>Begin to form zigzag monster letter shapes on paper. Starting and finishing in the correct place. Independently read simple sentences with the sounds they know.</p>			
EAD	UNDERSTANDING THE WORLD			
<p>Access to the creative area with a range of resources for children to explore their own creative interests and ideas. Encourage the children to experiment with cutting, paper, card and joining activities. Explore textured paint by adding sand. Drippy water pictures and sandy pictures. Make telescope Make a 3D water picture with sea creature Bubble blowing pictures .Make a father's dad pirate card and treasure box. Make a shark puppet Make a rain stick. Independently use the creative area. Adults to ... Encourage independence Question their ideas and next steps. Question processes to achieve results and how to improve their work. Focus stories to role play this term Pirates love underpants Pirate post. Mrs Wishy Washy Dishy Washy Grace Darling Under the sea role-play activities</p>	<p>Small world area equipped with a range of resources to provoke independent child initiated play and opportunities to retell class stories. Use Tales toolkit to create their own stories. Join in with rhymes and songs. Jack and Jill Rain, rain Row, row, row your boat. I can sing a rainbow. Old Mc Donald Weekly Charranga music sessions Sing water songs Use instruments to make weather sounds. Make a storm using musical instruments. Know how to make sounds louder or quieter.</p>	<p>Talk about the lives of the children in our class celebrating Eid. Talk about the role in society of plumbers. Learn about the lie of Grace Darling. Know some similarities and differences between things in the past and now, Read the story 'Gracie the lighthouse cat. To help us learn about the past.</p>	<p>Use pirate stories to explore maps. Look at and explore real maps and make fantasy maps. Use books, video clips and discussions with the children to talk about the similarities and differences between different religious and cultural communities in this country. Eid ul adha 10th July Use pirate stories, non-fiction text, Google earth, maps and video clips to learn about the similarities and differences between life in this country and life in other countries.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants to explore under water animals and Summer time se our outdoor learning to explore our natural world around us and the seasons of the year. Find out about the oceans in our world. Talk about and discover Simmer time. Talk about rain and where it comes from.</p>