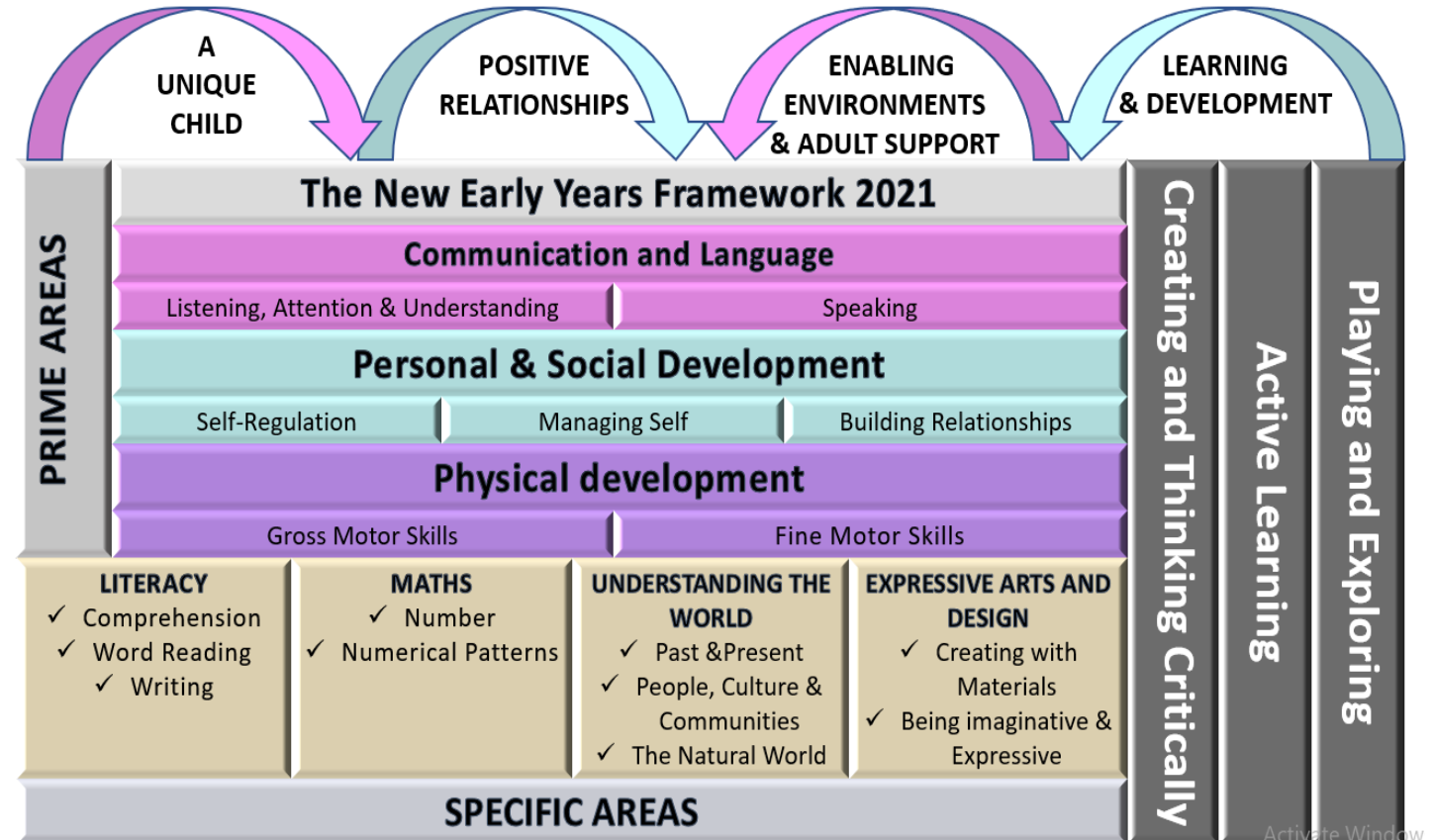


# EARLY YEARS LONG TERM PLAN YEAR A 2024-2025

At St. Peter's learning is exciting, interactive and engaging. This runs through everything we do, from lessons, the learning environment both indoors and outdoors, to visits and visitors. Our school is an amazing place to be and the staff and children are all very proud to be part of this team.

Children feel valued and loved in school and staff pride themselves on building strong relationships with both children and parents/carers. We teach literacy and maths to a high standard and children make excellent progress throughout the EYFS. We treat every child as an individual and are committed to the development of the 'whole child'. We want children to enter KS1 happy, self-assured, independent learners with a thirst to learn and the confidence to know that they can do anything they want to do and that they will be supported."

All parents, carers, children and staff are an integral part of the Early years foundation Stage team.



# YEAR A EARLY YEARS LONG TERM PLAN



AUTUMN 1



AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1



SUMMER 2

## GENERAL THEMES

NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS

### WHO AM I AND WHERE DO I BELONG?

Harvest/ All about Me  
Starting school / My new class /  
New Beginnings  
My family / PSED focus  
/relationships/feelings  
What am I good at?

### LET'S CELEBRATE

Bonfire night Hanukah  
Diwali  
Remembrance Sunday  
Autumn into Winter  
The Nativity  
Christmas Lists  
Letters to Father Christmas  
Christmas at my house

### LET'S INVESTIGATE! WATER, WATER EVERYWHERE!

Seasons/ weather/ weather  
Changes in water/ ice  
Floating and sinking

### WHO CAN HELP US

Jobs of our parents  
Who helps us around school  
Who can help us in an  
emergency  
Other jobs.

### WHERE SHALL WE GO?

Talk about holidays  
Where in the world  
shall we go?  
Types of transport  
Use Geography unit 1  
exploring maps

### RECYCLING/CARING FOR OUR WORLD

Reduce, Reuse & Recycle  
How rubbish affects our world  
How can we recycle in school?  
Fun Science / Materials

## HIGH QUALITY TEXTS

Starting School  
Harry and the Dinosaurs go to school.  
Topsy and Tim go to School  
Usborne Going to school  
The colour Monster goes to school  
**The Gingerbread man**  
Rosie's Walk  
Non-fiction books about Ourselves, families, body parts, senses etc

Guy Fawkes  
Hovis the Hedgehog  
Where the Poppies Grow  
Flo on the Somme  
Dear Santa  
Stick Man  
The Christmas Story D. Bruna  
Kipper's Birthday  
Where's my Teddy  
123 at the zoo  
One Bear at Bedtime  
The Mr. Men Stories  
Rosie's' Walk  
Each Peach, Pear Plum  
Circle/ Triangle  
The Very Hungry Caterpillar  
Peace At last  
Day Monkey/Night Monkey  
Funnybones  
**I'm going to eat this ant**

### Naughty Bus – Jan Oke

On the road with Mavis & Marge  
You can't take an elephant on the bus  
The train ride  
Non-fiction books on winter/floating & sinking/water  
Non-fiction books on China/Chinese New Year

### The Journey Home – Emma Levey

Hattie Peck  
Home  
The way back home  
Non-Fiction books on People who help us

Bible- Easter

### Silly Doggy – Adam Stower

A great big cuddle  
Naughty Kitty  
Hairy Maclary  
Non-fiction books about transport

### Supertato – Sue Hendra

Even superheroes have bad days  
Super duck  
Supertato series  
Non-fiction books about recycling/ocean plastic etc

## 'WOW' MOMENTS / ENRICHMENT

Macmillan Coffee event  
Signs of Autumn Walk  
Making Gingerbread men  
Church Harvest Festival

Diwali Nov 1<sup>st</sup> 2024  
Guy Fawkes / Bonfire  
Remembrance day  
**Nativity** Performance  
Christmas Church Service  
Santa visit  
Pantomime at the theatre

Visit from the Gritter  
Make flavoured ice cubes  
Signs of winter Walk  
Children's Mental Health week. 3-9 February 2025  
Chinese new year January 2025

Mothering Sunday Worship  
Easter Church Service Easter  
Easter Bonnet parade/egg rolling/decorating  
  
Parents coming to talk about jobs

Police? Fire?

Father's Day  
Caterpillars to butterflies (living life )  
Mini beast visit to the Adventure Farm or Cosford  
Map work - Find the Treasure

Under the Sea – singing songs and sea shanties  
Father's Day  
Seaside Day  
End of year picnic  
Leavers and moving on service


# YEAR A EARLY YEARS LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO AM I AND WHERE DO I BELONG?	LET'S CELEBRATE	LET'S INVESTIGATE! WATER, WATER EVERYWHERE!	WHO CAN HELP US	WHERE SHALL WE GO?	RECYCLING/CARING FOR OUR WORLD
<div> <div>Characteristics of Effective Learning</div> <div> </div> </div> <div>OVER ARCHING</div>	<p><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p> <p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates .We must be aware some children may need greater support than others.</p> <p><i>PLAY: We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'</i></p> <p><b>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</b></p>					

# YEAR A EARLY YEARS LONG TERM PLAN


	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO AM I AND WHERE DO I BELONG?	LET'S CELEBRATE	LET'S INVESTIGATE! WATER, WATER EVERYWHERE!	WHO CAN HELP US	WHERE SHALL WE GO?	RECYCLING/CARING FOR OUR WORLD
BRITISH VALUES	<b>Mutual respect</b> We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.	<b>Mutual Tolerance</b> Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations	<b>Rule of law</b> We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules	<b>Individual liberty</b> We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	<b>Democracy</b> We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	<b>Recap all British Values</b> Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
ASSESSMENT OPPORTUNITIES	In-house - Baseline data on entry DFE NFER Baseline for all FS 2 children. National Baseline data by end of term Phonics assessments Key word assessments EYFS team meetings Check points Updated. Cluster moderation	On going assessments Pupil progress meetings Parents evening info EYFS team meetings In house moderation End of term Assessments Phonics assessments Key word assessments Check points Updated. Cluster moderation NELI Assessment	GLD Projections for EOY Cluster moderation EYFS team meetings Internal moderations Check points Updated.	Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments Phonics assessments Key word assessments Check points Updated.	Cluster moderation EYFS team meetings Check points Updated.	Pupil progress meetings Reports Maths Assessment SS score Phonics assessments Key word assessments EYFS team meetings EOY data Check points Updated. NELI Assessment
PARENTAL INVOLVEMENT	Gate Welcome and informal chat for all children at beginning and end of the school day.	Nativity Parents Evening Phonics/Reading workshop virtual	Sharing of learning profiles	Parents Evening Class assembly Easter bonnet parade/ Decorate an Easter egg display		Parents Evening Outdoor family picnic afternoon


# YEAR A EARLY YEARS LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	GINGERBREAD MAN	LET'S CELEBRATE	LET'S INVESTIGATE! WATER, WATER EVERYWHERE!	WHO CAN HELP US	WHERE SHALL WE GO?	RECYCLING/CARING FOR OUR WORLD
<b>COMMUNICATION AND LANGUAGE</b> Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.	The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> 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 <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b> , practitioners will build children's language effectively. <b>Reading frequently to children</b> , and <b>engaging them actively in stories</b> , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b> , will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b> , where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary</b> and <b>language structures</b> .					
Whole EYFS Focus - C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interactions plus focused interventions  <b>DAILY STORY TIMES USING HIGH QUALITY TEXTS</b>  	<b>Welcome to EYFS</b> Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? About family routines and special occasions Show an interest in the lives of other people Follow instructions (settling in, putting my things away) Develop vocabulary: Word aware Model talk routines through the day. For example, arriving in school: "Good morning, how are you?" STEM responses	<b>Tell me a story!</b> Develop vocabulary: Daily vocabulary word book NELI Assessments (F2) Discovering Passions Tell me a story - retelling stories: talk for writing Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary. Take part in nativity re-enactment	<b>Tell me why!</b> Develop vocabulary: Daily vocabulary word book NELI Intervention Using language well Ask's how and why questions... Retell a story with story language Remember key points from a story Story invention - talk it! Ask questions to find out more and to check they understand what has been said to them. I can describe events (Chinese New Year) Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	<b>Explain to me!</b> NELI Intervention Word Aware: Daily vocabulary word book Reciting poems and songs I can learn and recite, poems and songs: Rhyme of the week Tell me a story - retelling stories: talk for writing Articulate a life cycle I can listen to and engage in and talk about selected non-fiction I can articulate my ideas and thoughts into well-formed sentences I ask questions to find out more	<b>Recount an event?</b> NELI Intervention Word Aware: Daily vocabulary word book I can learn and recite, poems and songs: Rhyme of the week I can listen to, engage in and talk about non-fiction Using the iPad to take a photograph I can describe events in some detail: farm trip, frog life cycle	<b>Tell me all about the differences?</b> NELI Intervention Word Aware: I can learn and recite, poems and songs: Rhyme of the week I can talk about similarities and differences between things in the past and now (seasides) I can talk about the experiences I have had at different points in the school year.




# YEAR B EARLY YEARS LONG TERM PLAN


	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	Who am I and where do I belong?	Let's celebrate	Let's investigate! Water, water everywhere!	Who can help us	Where shall we go?	Recycling/caring for our world
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b> . Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b> . Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b> , 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 <b>children can achieve at school and in later life.</b>					
MANAGING SELF SELF REGULATION MAKING RELATIONSHIPS 	Class / School rules Who can help me? (self-regulation) Me and my feelings (naming different feelings, thinking about how to feel with 'not so good feelings', know some self-care techniques) Know that some actions and words can hurt others feelings. <b>Selah the Self Manager</b>  Taking responsibility for my coat and bag on my peg. To change for PE developing greater independence and taking care of my clothing. Handwashing Class rules: Behavioural expectations in the class/boundaries set Class rules	I'm special you're special Same and different Same and different families Same and different homes Kind and caring, working together Grateful and mindful of what we have. <b>Reid the Reflective Learner</b>  Oral hygiene: Teeth cleaning linked to the need for good dental hygiene. Need to reduce sugary foods and drinks To change for PE developing greater independence and taking care of my clothing. Handwashing	What's safe to go in my body? Keeping myself safe Safe indoors Road Safety Listening to my feelings Keeping safe online People who help to keep me safe. Tova the Team Player  To change for PE developing greater independence and taking care of my clothing. Handwashing	Looking after my special people: I know that caring relationships are at the heart of happy families Looking after my friends: I know what makes a good friend Being helpful at home and caring for our classroom Caring for our world Looking after money <b>Pia the Participator</b>  Oral hygiene: Teeth cleaning linked to the need for good dental hygiene. Need to reduce sugary foods and drinks. water safety  Healthy eating: Fruit/ Vegetable kebabs/making a fruit smoothie Handwashing	Bouncing back when things go wrong: resilience Life stages, plants, animals, humans  Yes I can: confidence and resilience Healthy eating Move your body A good nights sleep Ingmar the independent Enquirer  Importance of exercise, alongside a healthy diet and sleep patterns. Being kind to living creatures Taking care of animals (frogs/butterflies) Sun safety/hydration/ Handwashing	Seasons Life stages, human life stage, who will I be? Where do babies come from? Growing Older Me and my body, girls and boys Supporting each other as we move to Year 1. TRANSITION  Oral hygiene: Teeth cleaning linked to the need for good dental hygiene. Handwashing Transition into Year 1 Year 1 readiness
	<b>Early learning Goals:</b> Show an understanding of their own feelings and those of others, and begin to <b>regulate their behaviour accordingly</b> . Set and work towards simple goals, being able to wait for what they want and <b>control their immediate impulses when appropriate</b> . Give <b>focused attention to what the teacher says</b> , responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. * Controlling own feelings and behaviours *Applying personalised strategies to return to a state of calm *Being able to curb impulsive behaviours *Being able to concentrate on a task * Being able to ignore distractions *Behaving in ways that are pro-social *Planning *Thinking before acting *Delaying gratification * Persisting in the face of difficulty.					

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2					
GENERAL THEMES	WHO AM I AND WHERE DO I BELONG?	LET'S CELEBRATE	LET'S INVESTIGATE! WATER, WATER EVERYWHERE!	WHO CAN HELP US	WHERE SHALL WE GO?	RECYCLING/CARING FOR OUR WORLD					
<div>PHYSICAL DEVELOPMENT</div> <div>FINE MOTOR</div> <p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> <p>Opportunities for Fine Motor Activities</p> <p>Dough Disco: Enhancing fine motor skills and developing muscles necessary for holding writing implements. Squiggle while you wiggle children completing large movements to music with flappers, plus two writing implements which replicate the formation of letters and enhance the gross motor skills and Brain</p> <div></div>	Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> 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 <b>core strength, stability, balance, spatial awareness</b> , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> which is later linked to <b>early literacy</b> . 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 <b>proficiency, control and confidence</b> . <b>Getset4PE Scheme</b> .										
	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Taking shoes off and putting them on Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.		Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / zips Cutting with Scissors Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters focusing on most correct formation. Draw pictures that are recognisable		Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Build things with smaller linking blocks, such as Duplo or Lego						
	Wheels week each term, children bring their bike to ride in school and to aim to be balancing and riding on two wheels by the end of the Reception Year. Helmets are worn and the children ride at least once if not twice a day in large spaces and with obstacles to avoid. Focusing on starting and stopping and awareness of other cyclists.										
	Fundamentals		Dance/Yoga		Gymnastics		Ball Skills	Athletics	Invasion/Target Games (Link with Ball Games)		
	Fitness: Knowledge: To explore changing directions safely, To explore balancing whilst stationary or on the move, To explore moving different body parts together, To explore moving and stopping, To explore taking weight on different body parts, To explore moving for extended periods of time. Skills: To know going into a space keeps me safe, To know I can help to balance with my arms held out, To know moving my arms and legs together can help me run, jump and hop, To know I can vary speeds as I run, To understand that moving for a long time can make me feel tired.										
Skills To explore running and stopping. To explore balancing while stationary and on the move. To begin to explore take off and landing safely. To explore hopping on both feet. To explore skipping as a travelling action. Knowledge To know I use big steps to run and small steps to stop. To know that I can hold my arms out to help me balance. To know that bending my knees will help me land safely. To understand that I use 1 foot to hop. To know that if I hop then step it will help me to skip.		Skills To explore how your body moves. To explore music in response to music and an idea. To begin to explore pathways and the space around me in relation to others. To perform on my own and with others to an audience. To explore shapes in stillness using different body parts. To explore shapes and actions to stretch my body. To explore taking weight on different body parts. To explore my own feelings in response to an activity or a task. Knowledge To understand that I can move my body in different ways. To understand that I can change my action to show an idea. To know that if I move into a space I can keep myself and others safe. To know that if I am watching others I sit quietly and clap at the end. To know that if I am late for space I		Skills To show contrast with my body to show wide, narrow, straight, curved. To explore balances. Shapes in stillness. To explore rocking and rolling. To explore jumping safely. To explore ways of travelling including low and high to the floor. To explore putting together a sequence incl jumps balances and travelling. Knowledge To understand I can make shapes with my body. To know I should be still holding a balance. To know I change my body shape to help me roll. To know bending my knees will help me land safely. To know if I hold a shape for 3 people will see it. To know a variety of ways of		Skills To explore sending an object with hands and feet. To explore catching to self and to others. To explore stopping a ball with hands and feet. To explore dropping and catching with two hands To explore moving a ball with feet. Knowledge To know to look at the target when sending a ball. To know to watch the ball as it comes towards me. To know to move my feet to line up with the ball. To know keeping the ball close will help dribbling control.		Skills To explore running and stopping safely. To explore jumping and hopping safely. To explore throwing to a target. To explore collecting and running in a lane. To explore balancing an object using core body and fine/gross motor skills.  Knowledge To know that I use long steps to run and small steps to stop. To know bending my knees help me land safely. To understand larger targets are easier to hit. To understand rules help to keep us safe. To understand we are competing, so it is important to do our best and take part.		Skills To explore sending and receiving using hands and feet and a variety of equipment. To explore catching with two hands and dribbling / stopping with feet. To explore throwing and catching with a variety of equipment. To recognise their own space. To explore changing direction and tagging games.  Knowledge To know to look at the target when sending the ball and to watch the ball to receive it. To know to point my hand at the target when throwing. To know to have my hands out ready to catch. To know keeping the ball close will help with control. To know being in a space gives me a name to play	




	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO AM I AND WHERE DO I BELONG? GINGERBREAD MAN	LET'S CELEBRATE I'M GOING TO EAT THIS ANT	LET'S INVESTIGATE! WATER, WATER EVERYWHERE! NAUGHTY BUS	WHO CAN HELP US THE JOURNEY HOME	WHERE SHALL WE GO? SILLY DOGGY	RECYCLING/CARING FOR OUR WORLD SUPERTATO
<p><b>Literacy Comprehension</b> - Developing a passion for reading</p> <p>Children will choose a library book to share at home weekly. Children will have a home school reading book when they are ready.</p> <p>* Statements from development matters will be followed over the course of the year for F1 and F2 to develop their literacy skills. The I Can statements will be achieved by children at different stages of their development and not necessarily in the term order.</p> <p><b>Word Reading</b> Children will be working in different groups for phonics. Concentrated focus on Phase 1 for Foundation 1 class. Focus on Phase 2, then phase 3 for Foundation 2 class, but with aspects of Phase 1 continued. Phase 1 is vital for phonics success. There are 7 aspects with the 3 strands in each (1.Tuning into sounds, 2.Listening and remembering sounds, 3. Talking about sounds.) Quality practitioner interactions are critical to develop the children's speaking and listening.</p> <p>Daily  ss sessions.</p>	<p>It is crucial for children to develop a <b>life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. 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 <b>enjoy rhymes, poems and songs together</b>. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy recognition of familiar printed words</b>. Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
	<p>F1 I enjoy sharing books with an adult. I can pay attention a and respond to the words or pictures.</p> <p>F2 I can show a preference for a book, song or rhyme. I can name different parts of a book. I can handle a book correctly. I can tell a story from pictures.</p>	<p>F1 I have a favourite book and want to share it. I repeat words and Phrases from familiar stories.</p> <p>F2 I can say some of the songs, words and rhymes. I can talk about events and characters in a story read to me. I can start to use new vocab. I can join in with rhymes and stories. I can fill in missing words from well-known rhymes.</p>	<p>F1 I am starting to ask questions about the book and share my ideas.</p> <p>F2 I can show interest and answer simple questions about the text. I can say rhymes and refrains off by heart. I can use words that I know to check my reading makes sense.</p>	<p>F1 I can develop play around favourite stories and use some props.</p> <p>I know print has meaning.</p> <p>F2 I can demonstrate understanding when talking about what I have read</p> <p>I can repeat words or phrases to check my reading</p>	<p>F1 notice some print, like the letters from my name or the Tesco logo.</p> <p>F2 I am beginning to notice if my reading makes sense and looks right. I think about what I already know to help me with my reading. I can say rhymes and refrains off by heart. I can sometimes notice errors I know that illustrations can help me make sense of my reading.</p>	<p>F1 I can say the names of different parts of the book. I know the pages are sequenced.</p> <p>F2 I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG) I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)</p>
	<p>Phonic Sounds: Foundation 1/ 2 Groups F1 I can discriminate between sounds. (Environmental, Instrumental and body percussion)</p> <p>F2 I can handle books correctly and follow print left to right, top to bottom</p> <p>I can locate the title</p> <p>I can recognise some sounds in words.</p> <p>I can recognise some Phase 2 GPCs.</p> <p>I can recognise words that</p>	<p>Phonic Sounds: Foundation 1/ 2 Groups F1 I can discriminate between sounds. ( Environmental, Instrumental and body percussion)</p> <p>F2 I can link most Phase 2 sounds to letters</p> <p>I am beginning to blend and segment in order to read vc and cvc words</p> <p>I am beginning to match spoken word to written word (1 to 1 correspondence) across 2-3 lines of print</p>	<p>Phonic Sounds: Foundation 1/ 2 Groups F1 I can recognise rhythm and rhyme and alliteration.</p> <p>F2 I can locate and recall the title. I can orally blend and segment sounds. I can read with 1-1 correspondence I can read some common irregular words (Phase2/3) I can link all GPC For Phase2 sounds to letters I can decode simple words by blending sounds and I am starting to check what I read</p>	<p>Phonic Sounds: Foundation 1/ 2 Groups F1 I can recognise rhythm and rhyme and alliteration.</p> <p>F 2 I can read and understand simple sentences I can use phonic knowledge to read and decode regular words I can read all Phase 2 remember words I can read some Phase 3 remember words. I can decode using Phase 3 GPCs.</p>	<p>Phonic Sounds: Foundation 1/ 2 Groups F1 I can tune into voice sounds, including oral blending and segmenting.</p> <p>F2 I can read phase 3 words (decodable and remember ) I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</p> <p>I can read words consistent with my phonic knowledge by sound blending (ELG)</p> <p>I can re-read books showing increased accuracy and fluency.</p>	<p>Phonic Sounds: Foundation 1/ 2 Groups F1 I can tune into voice sounds, including oral blending and segmenting.</p> <p>F2 I can read phase 3 words (decodable and remember ) I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</p> <p>I can read words consistent with my phonic knowledge by sound blending (ELG)</p> <p>I can re-read books showing increased accuracy and fluency. End of term assessments</p> <p>Transition work with Year 1 staff</p>




	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO AM I AND WHERE DO I BELONG?	LET'S CELEBRATE	LET'S INVESTIGATE! WATER, WATER EVERYWHERE!	WHO CAN HELP US	WHERE SHALL WE GO?	RECYCLING/CARING FOR OUR WORLD
Writing	Use Texts as a stimulus these may change to reflect children's interest and in the moment activities.					
Assessment statements	BASELINE	AUTUMN 2	SPRING		SUMMER (FOUNDATION 2: ELG)	
	<p>F1 I can draw freely and talk about it.</p> <p>F2 I can give meaning to the marks I make when drawing, painting or writing.</p> <p>I can write some letters in my name.</p> <p>I can hear and identifies initial sounds in words.</p> <p>I can hear and identify final sounds in words.</p> <p>I am starting to orally blends and segment the sounds heard in words.</p>	<p>F1 I can add marks to my drawings saying "that says..."</p> <p>I can recognise my name.</p> <p>I can make marks to represent it.</p> <p>F2 I can hear and identifies initial, medial and final sounds in words.</p> <p>I can rally blend and segment the sounds heard in words.</p> <p>I can write my name with many recognisable letters.</p> <p>I can read my letters and marks to tell the meaning of what it says.</p>	<p>F1 I can write pretend things in a context.. (shopping list, card to mummy etc. )</p> <p>I can write some letters in my name.</p> <p>F2 I can write my name with good formation, with lower case and capital letters.</p> <p>I attempt to form all letters of the alphabet.</p> <p>I can write VC/CVC words that can be read by myself or others.</p> <p>I can spell many phase 2 remember words and some phase 3 remember words.</p> <p>I can find some words on the washing line, word wall or sound mat to help me when needed.</p> <p>I can read my writing to another person.</p>		<p>F1 I can write some letters accurately.</p> <p>F2 I can recognise and write in different forms, including, a list, label, a story, a letter, a note, information about things.</p> <p>I can write short sentence with known sound-letter correspondences.</p> <p>I am starting to use the conventions of writing, a full stop, finger spaces etc.</p> <p>I am confident to write independently and willingly.</p> <p>Achieve ELG for writing.</p>	
<p>SUGGESTED ACTIVITIES</p> <p>WILL VARY</p> <p>* ALL CHILDREN ARE GIVEN OPPORTUNITY TO WRITE IN MANY CONTEXTS, INCLUDING WITH CHALKS, SPRAY BOTTLES, PAINTBRUSHES AND WATER OUTDOORS.</p>	<p>Dominant hand, tripod grip, mark making, Re-tell story.</p> <p>Character lists.</p> <p>Name writing Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Names Labels.</p> <p>Writing for a purpose in role play</p> <p>Phase 2 remember</p>	<p>Name writing, labelling,, story scribing. Retelling stories, letter writing (Stick Man, to Santa)</p> <p>Information facts about Remembrance, Hannukah, Bonfire night,</p> <p>Writing Phase 2/3 remember words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, words.</p>	<p>Exciting adjectives 'Wow words'</p> <p>Rhyming words/sentences</p> <p>Instructions</p> <p>Captions</p> <p>Writing recipes, lists.</p> <p>PHASE WORDS</p>	<p>Creating own story maps, writing captions and labels, writing simple sentences.</p> <p>Writing short sentences to accompany story maps.</p> <p>Labels and captions - life cycles</p> <p>Character descriptions.</p> <p>Order the Easter story</p> <p>PHASE WORDS</p>	<p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly.</p> <p>Rhyming words.</p> <p>Recount - #our day out poems</p>	<p>Non fiction Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces.</p> <p>Innovation of familiar texts</p> <p>Using familiar texts as a model for writing own stories.</p> <p>Character description -sea creatures</p>


# YEAR A RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO AM I AND WHERE DO I BELONG?	LET'S CELEBRATE	LET'S INVESTIGATE! WATER, WATER EVERYWHERE!	WHO CAN HELP US	WHERE SHALL WE GO?	RECYCLING/CARING FOR OUR WORLD
<p><b>Maths</b></p> <p>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." – Shakuntala Devanumber</p> <p><b>**Daily:</b></p> <p>Calendar session, Visual timetable Counting the Number present each day. In the moment maths opportunities.</p> <p>Follow guidance of white Rose Maths</p> <p>5 counting Principles: One to one principle Stable order principle Cardinal Principle Abstraction principal Order irrelevance Principal</p> 	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, 'have a go', talk to <b>adults</b> and peers about what they notice and not be afraid to make mistakes.</p>					
	<p><b>F1 X3 weeks:</b> <b>Baseline/Getting to know you</b> <b>More than, fewer than, same</b> I can collect objects to compare amounts I can make simple comparison of amounts I can compare and talk about large and small amounts <b>Explore and build with shapes and objects</b> I can select shapes for a reason I can put shapes and blocks into position <b>Explore repeats</b> I can listen to and join in with songs and stories I can make line patterns <b>Hear and say number names</b> <b>F2 X5 weeks:</b> <b>Baseline/Getting to know you</b> <b>Match sort and compare</b> I can match and sort I can compare amounts, size, mass and capacity. I can make simple patterns. <b>Talk about measure and patterns</b> I can identify different representations of 1,2,3 I can compare 1,2,3 I can count up to 3. I am starting to recognise different ccompositions of 3. <b>Circles and Triangles</b> I can identify and name circles and triangles</p>	<p><b>F1</b> <b>Begin to order number names</b>  <b>I see 1,2,3</b>  <b>Join in with repeats</b>  <b>Explore position and space</b>  <b>F2 It's Me 1,2,3</b> I can recognise and talk about circles and triangles. I can use some positional language. ( where/, beside, under, next to, over, through, on top, etc.) <b>1,2,3,4,5</b> I can find 4 and 5 I can subitise 4 and 5 I can represent 4 and 5 I know 1 more and 1 less <b>Shapes with 4 sides</b> I can identify and name shapes with 4 sides I can combine shapes with 4 sides</p>	<p><b>F1</b> <b>Show me 1,2,3</b>  <b>Move and label 1,2,3</b>  <b>Explore position and routes</b>  <b>Explore patterns</b>  <b>F2 Alive in Five!</b> I can recognise and talk about 0. I can compare numbers 0 to 5. I can use the terms, more than, the same, fewer than. I can explore and notice the different compositions of 4 and 5. <b>Mass and capacity</b> I can compare mass I can find a balance I can explore capacity I can compare capacity <b>Growing 6,7,8</b> I can represent 6,7,8 I can find 1 more and 1 less I can double to 8 I can combine 2 groups I can subitise</p>	<p><b>F1</b> <b>Take and give 1,2,3</b>  <b>Match, talk, push and pull</b>  <b>Talk about dots</b>  <b>Compare and sort collections</b>  <b>F2 Length, height and time</b> I can explore length and height I can compare length and height I can talk about time <b>Building 9 and 10</b> I can find 9 and 10 I can compare numbers to 10 I can find 1 more and 1 less I know my number bonds to 10 I can make arrangements to 10 I can find a double to 10 I can make a double to 10 <b>Explore 3D shapes</b> I can recognise and name 3D shapes I can find 2d shapes within 3D shapes I can identify more complex patterns I can copy and continue patterns.</p>	<p><b>F1</b> <b>Lead on own repeats</b>  <b>Start to puzzle</b>  <b>Making patterns together</b>  <b>Make games and actions</b>  <b>F2 To 20 and beyond</b> I can build and identify numbers to 20. I can count on and back beyond 10 from different numbers. I can recognise a full tens frame and part of 10 in a number. I can place sequences of numbers in order. I can complete jigsaws or shape puzzles. I can match arrangements of shapes. <b>How many now?</b> I can add more I can take away <b>Manipulate, compose and decompose</b> I can select shapes for a purpose I can rotate and manipulate shapes I can explain shape arrangements</p> <p>Consolidation of key skills of : <b>Subitising</b> <b>Counting</b> <b>Composition</b></p>	<p><b>F1</b> <b>Show me 5</b>  <b>My own pattern</b>  <b>Stop at 1,2,3,4,5</b>  <b>Match, sort, compare</b>  <b>F2 Sharing and grouping</b> I can explore sharing I can share I can explore grouping I can recognize even and odd when sharing. <b>Visualise, build and map</b> I can identify repeated patterns I can create pattern rules I can visualize from different positions I can explore mapping <b>Make connections</b></p>



# YEAR A EARLY YEARS LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO AM I AND WHERE DO I BELONG?	LET'S CELEBRATE	LET'S INVESTIGATE! WATER, WATER EVERYWHERE!	WHO CAN HELP US	WHERE SHALL WE GO?	RECYCLING/CARING FOR OUR WORLD
COMPUTING  Our aim is that children leave St. Peters'- having had their lessons brought to life through ICT - as responsible digital citizens who are able to make the most of opportunities presented by the changing digital world - thinking about the safe use of the internet before accessing online material and know who to turn to for help when needed - being able to confidently debug and solve problems	AT ST. PETER'S WE ARE MINDFUL OF SCREEN TIME AND THE DIFFICULTY OF SCREENS BEING A PASSIVE ACTIVITY. WE PREFER HIGH QUALITY BUT BRIEF USE OF SCREENS SO WE CAPITALIZE ON THE ALL IMPORTANT AREA OF IMPROVING PROGRESS IN COMMUNICATION AND LANGUAGE.					
	Identify everyday technology: links to technology at home  Make marks on a digital device to communicate their ideas. Interact with simulation - understand that 'output' is the result of a trigger (pressing the play button) - control a programmable toy - talk about how everyday technology is controlled  To know that ICT may be used to communicate information electronically.  To know that digital devices can present information in a variety of ways.  Introduce to an Ipad and say what the rules are to use them. (Links with UTW: Explore how things work. PSE: Remember rules without needing an adult to remind them.)	To understand the basic functions of an iPad (home button, lock button and volume buttons)  Interact with multimedia software: children to record a video or take a picture.  Identify how technology is used to share information. (Email/text message/ What's App)		To know the difference between computer based activities (painting changes can easily be made, text can be deleted etc):  Introduce how to look after and use a computer. ( links with EAD Safely use and explore a variety of materials, tools and techniques.)  To log on to the computer. To start to access purple mash. To know that information may be stored on a digital device.  To navigate their way around an iPad and operate an app confidently. ( Links with PSE: Managing Self, " Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. Explain the reasons for rules.)		
	RULES To tell an adult if they see something on a digital device that upsets them To know not to give out any information about themselves To know that not everything they see on the internet is true					

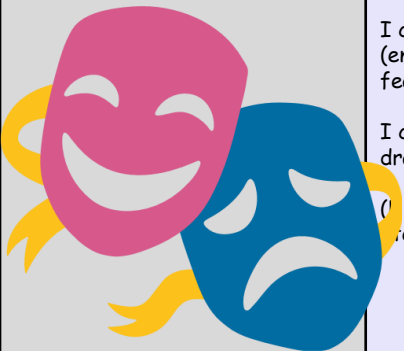
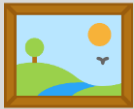
GENERAL THEMES	WHO AM I AND WHERE DO I BELONG?	FANTASTIC FESTIVALS	LET'S INVESTIGATE: WATER, WATER EVERYWHERE!	WHO CAN HELP US?	WHERE SHALL WE GO?	REFLECTING/CARING FOR OUR WORLD	
<div>UNDERSTANDING THE WORLD RE</div> <div>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</div> <div>They will begin to understand and value the differences of individuals and groups within their own community.</div> <div>Children will have opportunity to develop their emerging moral and cultural awareness.</div> <div></div>	Understanding the world involves guiding children to <b>make sense of their physical world and their community</b> . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.						
	F1 I can investigate talk about what I see and make collections of natural materials. ( Autumn leaves and Autumn walk) I show an interest in the lives of other people who are familiar to me. I know there are different countries in the world and talk about some differences I have seen or experienced. I can talk about my pre -school experiences and their families.	F! I can notice differences between mine and other families. I am starting to recognise why we have bonfire night. I can recognise that people have differences. I can talk about what I do with my family and places I have been with my family.	F! / F2 I can talk about winter weather. (Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say) I can talk about clothing we wear in winter. ( F2 and why) I can recognise that people have different beliefs and celebrate special times in different ways. (Celebrate Chinese New year) Respecting difference I can talk about lives of people around me in my family. Changing seasons: Winter Walk I can explore the natural world around me. (Ice experiments) Knowing there are different countries in the world (China) I understand the effects of changing seasons on the world around me )	Similarities and differences between countries/environments/Africa/Animals using Handa's Hen I can draw and talk about a simple map of our journey to school. I can describe special events (Easter) Environment: care can concern: chicks (growing the beanstalk) I can tell you what a plant needs to grow (floating and sinking)	Growth & Change: butterfly life cycle <ul style="list-style-type: none"><li>o I can show care and concern for living things in the environment</li><li>o I can start to develop an understanding of growth, decay and changes over time</li><li>o I can talk about some of the things I have observed such as plants, animals, natural and found objects</li></ul> F1 I can understand the key features of a life cycle. ( Caterpillar to butterfly) Spring Walk	o Materials: Floating / Sinking - boat building Metallic / non-metallic objects  F2 i can comment on familiar situations in the past. ( seaside holidays)  I can compare my school area to the seaside. I can gain information from a simple map. <ul style="list-style-type: none"><li>o Seasides long ago - Magic Grandad compare and contrast past and present</li><li>o Share non-fiction texts that offer an insight into contrasting environments.</li><li>o Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</li><li>o I can draw information from a simple map</li><li>o I can talk about ways in which I can look after the environment</li><li>o Pirate maps (maps of school to find treasure)</li></ul>	
	COLLECTIVE WORSHIP ( Class, Foundation Stage, With Key Stage One and Whole School, Celebration, Church services each term)						
	Which people are special and why? Being special: where do we belong? Belonging to their family Being part of the Foundation Stage/ St. Peters' family Which stories are special and why? Bible Stories	What times are special and why?  Bonfire Night  Remembrance Sunday  Hannukah  Christmas	What times are special and why?  Epiphany  New Years Resolutions  Chinese New year	What times are special and why?  Which stories are special and why?  Mothering Sunday  Easter  What places are special and why?	What is special about our world? Awe and wonder: growth and change of animals	What is special about our world? Summer holidays Together time What places are special and why? Church Year 6 Leavers worship	



# AND DESIGN

Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.

Lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.



F1: When prompted I can select materials to use from a number of items, to draw and create.

When encouraged I can make models and construct. I can use my imagination to consider what to do with different materials.

I can listen and talk about sounds.

I can enjoy and start to recite rhymes and action songs.

F2: I can join in with songs. ( Harvest Big red combine Harvester, Paintbox)

I am beginning to mix colours.

I can build stories around toys (small world) use available props to support role play.

I can build models using construction equipment.

I can create models with junk I am starting to explain what I did. I can pictures with shapes. (Kandinsky links with Maths)

I can explore sounds and how they can be changed, tapping out of simple rhythms.

I can play pitch matching games, humming or singing

I can draw a self-portrait (enclosing lines): draw definite features

I can do an observational drawing.

(Drama conventions through literacy.)

F1: I can make simple models to express my ideas.

I can explore different materials freely, in order to develop my ideas about what, how to use them and what to make.

I can listen with increased attention to sounds.

I can enjoy and to start to request rhymes and songs to sing.

I can start to develop pretend play, pretending that one object represents another.

F2:I can use different textures and materials to make pictures.(firework and others)

I can listen to music and make my own dances in response.

I can create Christmas/ Hannukah decorations, cards, Dreidels, Christmas songs/poems

I can use story maps, props, puppets & story bags to retell, invent and adapt stories.

I am starting to use techniques for joining materials, such as adhesive tape and different sorts of glue

I can Role Play The Nativity (We're going on a baby hunt.)

I can make a stick man using natural objects

I can sing Christmas Songs

(Drama conventions through literacy.)

F1: I can join different materials and explore different textures.

I can create closed shapes with continuous lines, and begin to use these shapes to represent objects.

I can begin to develop more complex stories using small world equipment like animal sets, dolls and dolls houses etc.

I can begin to make imaginative and complex 'small worlds' with blocks and construction kits.

I can start to add some movements to music and to a beat.

F2: I can produce a piece of artwork using an artists style as a stimulus. (Bruegel/ Monet)

I can explore how colour can be changed

I can talk about paintings saying what I like and dislike.

I can make lanterns, Chinese writing, puppet making, Chinese music and composition

I can recognise, create and describe pattern, colour, form and shape

(Drama conventions through literacy.)

F2: I can create different textures; make patterns using different colours

Children will explore ways to protect the growing of plants by designing scarecrows.

Mother's Day crafts

Artwork themed around African Art

Learn a traditional African song and dance and perform it / Encourage children to create their own music.

Exploration of other countries - dressing up in different costumes Easter crafts printing, patterns on Easter eggs

Rubbings of leaves/plants

I can combine media to make a collage (collage chick)

Andy Goldsworthy natural art (Drama conventions through literacy.)

Collage-farm animals / Making houses. Pastel drawings, Life cycles,

Flowers-Sun flowers (Van Gogh)

Junk modelling, houses, bridges boats and transport.

Provide children with a range of materials for children to construct with.

Create collaboratively: making 3d ladybird shells: papier mache: working in pairs

I can use various construction materials: making a goat for the Billy Goats Gruff (Drama conventions through literacy.)

Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.

Colour mixing - underwater pictures.

Father's Day Crafts

Making models from recycled materials: link to keeping our sea clean

Using clay to make a coil pot (link to the curled shell in Sharing a Shell) (Drama conventions through literacy.)





# YEAR A EARLY YEARS LONG TERM PLAN

## EARLY LEARNING GOALS –CHECKPOINTS FOR THE END OF THE YEAR FOUNDATION 2 CLASS - HOLISTIC / BEST FIT JUDGEMENT!



### COMMUNICATION AND LANGUAGE



### PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT



### PHYSICAL DEVELOPMENT



### LITERACY



### MATHS



### UNDERSTANDING THE WORLD



### EXPRESSIVE ARTS AND DESIGN

#### ELG: Listening, Attention and Understanding

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions

Make comments about what they have heard and ask questions to clarify their understanding

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

#### ELG: Speaking

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

#### ELG: Self-Regulation

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

#### ELG: Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Explain the reasons for rules, know right from wrong and try to behave accordingly.

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

#### ELG: Building Relationships

Work and play cooperatively and take turns with others.

Form positive attachments to adults and friendships with peers;.

Show sensitivity to their own and to others' needs.

#### ELG: Gross Motor Skills

Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

#### ELG: Fine Motor Skills

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Use a range of small tools, including scissors, paint brushes and cutlery.

Begin to show accuracy and care when drawing.

#### ELG: Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Anticipate – where appropriate – key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

#### ELG: Word Reading

Say a sound for each letter in the alphabet and at least 10 digraphs.

Read words consistent with their phonic knowledge by sound-blending.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

#### ELG: Writing

Write recognisable letters, most of which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.

#### ELG: Number

Have a deep understanding of number to 10, including the composition of each number;

Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

#### ELG: Numerical Patterns

Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

#### ELG: Past and Present

Talk about the lives of the people around them and their roles in society.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

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

#### ELG: People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

#### ELG: The Natural World

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

#### ELG: Creating with Materials

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.







Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

#### ELG: Being Imaginative and Expressive

Invent, adapt and recount narratives and stories with peers and their teacher.

Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

# CHECKPOINTS– FOR THE **END OF THE YEAR FOR FOUNDATION 1 CLASS** - HOLISTIC / BEST FIT JUDGEMENT!

COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
<p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>*Enjoys listening to longer stories and can remember what happens in them.</li> <li>*Understand a question with two parts like "Can you get your coat and wait by the door please?"</li> <li>*Focus on a chosen activity for at least ten minutes.</li> <li>*Join in at group time by putting up hand and waiting their turn to talk</li> <li>*Understands when asked questions like "Why do you want to wear your boots today?" and "How can we mop up the juice?"</li> <li>*Sits quietly and listen for story time and group sessions.</li> <li>*Able to move away from distractions when concentrating.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>*Starts a conversation with adults and friends</li> <li>*Uses talk to organise play e.g. "Let's go on a bus...you sit there... I'll be the driver"</li> <li>*Focus on a chosen activity for at least ten minutes.</li> <li>*Be able to talk about thoughts even when they agree/disagree and can discuss this using words and actions</li> <li>*Uses longer sentences of at least four or more words when talking</li> <li>*Able to move away from distractions when concentrating</li> </ul> 	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>*To begin to manage feelings and talk about emotions</li> <li>*To understand how others might be feeling</li> <li>*To start to be assertive, appropriately</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>*To talk about getting ready for new experiences like starting school and the challenges it will face.</li> <li>*To be able to follow rules and know why they are important</li> <li>*To be able to follow the rules without an adult reminding me</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>*To be able to play in a group with friends, and make up ideas of things to do and games to play.</li> <li>*To begin to find solutions to quarrels and rivalries</li> <li>*To be responsible and be confident to be part of my community</li> </ul> 	<p><b>Gross Motor Skills /Fine Motor Skills*</b>Move in an increasing variety of ways- run, crawl, walk, climb, slide, jump and hold a pose in games such as musical statues.</p> <p>*To follow a steady beat and move their body in relation to music. *</p> <p>To hold writing equipment near tip with 2 fingers and thumb with reasonable control.</p> <p>*Begins to run with more fluency, avoiding obstacles.</p> <p>*Throw balls/ beanbags towards a target.</p> <p>*Ride bikes/ scooters with increasing awareness of others.</p> <p>*Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>*Attempts to form some letters of the alphabet, some being recognisable e.g. in own name.</p> <p>*Uses one-handed tools and equipment, for example, making snips in paper with scissors.</p> 	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>*Able to 'map' out a familiar story through talking or maybe drawing</li> <li>*Knows that stories have beginnings and endings and sometimes guess how the story will end</li> <li>*Has conversations about stories and learn new vocabulary</li> <li>*To start to make up own stories, with characters, a beginning, middle and an end</li> <li>*To talk about the places and people in stories and the important things that are happening</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>*Hear and says the first sound in a word when you say the word.</li> <li>*Recognise words with the same initial sound orally</li> <li>*To have an understanding of a word, to know that when writing and reading it is different letters all placed together that make up a word</li> <li>*Able to pictorially match and say a words that rhyme with a word like 'cat'.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>*Uses some print and letter knowledge in early writing. For example: writing a pretend shopping write 'm' for mummy</li> <li>*Says what the marks, shapes, letters and pictures that they make mean</li> <li>*Writes some letter sounds accurately</li> <li>*To write some or all of my name</li> <li>*To use some of their letter sound knowledge in their early writing.</li> </ul> 	<p><b>Number /Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>*Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>*Recite numbers accurately.</li> <li>*Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>*Solve real world mathematical problems with numbers up to 5. *Compare quantities using language: 'more than', 'fewer than'.</li> </ul> <p><b>Shape, space and Measures</b></p> <ul style="list-style-type: none"> <li>*Say the days of the week.</li> <li>*Start to use some 2D shape names, triangle, square, circle, rectangle in play.</li> </ul> 	<p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>*Talks about people and times that are special to them and their family and friends, like "remember the party when we had fireworks and big bangs</li> <li>*Talk about times at home, like going shopping, and times that are special to them and their family like birthdays</li> <li>*Begin to make sense of their own life-story and family's history</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>*Understands the key features of the life cycle of a plant and an animal.</li> <li>*Begins to notice changes in things, when bananas turn black when they stay in the bowl for too long or the shoots growing from a seed</li> <li>*Knows that there are different countries in the world and talk about the differences they have experienced or seen in photos</li> <li>*Knows that their friends might do things differently to them, like eating different foods at home, or we might have different times that are special with our families such as Eid, Diwali, Easter, Passover, or Chinese New Year</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>*Uses all of their senses to explore natural materials.</li> <li>*Knows that we have to be careful with animals and plants and remember not to pick the flowers or to stroke animals gently</li> <li>*Talks about plants and animals that interest them, like next door's dog that barks and the really tall tree in the park.</li> </ul> 	<p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>*Mix paints together to make new colours, name the colours and begin to talk about the different shades such as light and dark</li> <li>*Safely uses and explores lots of different tools such as scissors</li> <li>*Chooses the things they want to use to make something. If their ideas don't work, they can choose something else or change the way they do something.</li> <li>*Can use different things like scissors, masking tape, sticky tape, hole punches and string to join and fix things together.</li> <li>*Draws for a purpose using detail such as a drawing a circle for a face and making marks for facial features.</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>*Sings the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>*Plays instruments with increasing control to express feelings and ideas.</li> <li>*Remember and sing whole songs.</li> <li>*Makes up stories when playing, like superheroes rescuing people from a building.</li> </ul> 