



Warton St Paul's

Church of England Primary Academy

A member of CDARI

## RECEPTION/YEAR ONE LONG TERM PLAN A

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES AND CELEBRATIONS!	AMAZING ANIMALS!	COME OUTSIDE!	TICKET TO RIDE!	FUN AT THE SEASIDE!
POSSIBLE TEXTS	<p>The Colour Monster by Anna Llenas</p> <p>Here We Are: Notes for Living on Planet Earth by Oliver Jeffers</p> <p>Funnybones by Allan and Janet Ahlberg</p> <p>The Great Big Book of Families by Mary Hoffman</p> <p>Peepo! by Allan and Janet Ahlberg</p> <p>Once There Were Giants by Martin Waddell</p> <p>All are welcome here</p>	<p>The Three Little Pigs</p> <p>Goldilocks and the Three Bears</p> <p>The Little Red Hen</p> <p>Dipal's Diwali by Amy Mistry</p> <p>The Jolly Christmas Postman by Allan and Janet Ahlberg</p> <p>Kipper's Birthday by Mick Inkpen</p>	<p>Dear Zoo by Rod Campbell</p> <p>What the Ladybird Heard by Julia Donaldson</p> <p>Owl Babies by Martin Waddell -</p> <p>Giraffes Can't Dance by Giles Andreae</p> <p>The Very Hungry Caterpillar by Eric Carle</p> <p>Harry and the Bucketful of Dinosaurs by Ian Whybrow</p>	<p>We're Going on a Bear Hunt by Michael Rosen</p> <p>The Tiny Seed by Eric Carle</p> <p>Rain by Sam Usher Leaf Man by Lois Ehler</p> <p>Superworm by Julia Donaldson</p> <p>A First Book of Nature by Nicola Davies</p>	<p>Handa's Surprise</p> <p>The Train Ride by June Crebbin</p> <p>Amazing Aeroplanes by Tony Mitton and Ant Parker</p> <p>The Snail and the Whale by Julia Donaldson</p> <p>Emergency! by Margaret Mayo and Alex Ayliffe</p> <p>Whatever Next! by Jill Murphy -</p>	<p>Sharing a Shell by Julia Donaldson</p> <p>Tiddler: The Story-Telling Fish by Julia Donaldson</p> <p>Lucy and Tom at the Seaside by Shirley Hughes</p> <p>Commotion in the Ocean by Giles Andreae</p> <p>The Lighthouse Keeper's Lunch by Ronda and David Armitage</p>
'Wow' MOMENTS	<p>Autumn Walk</p> <p>Harvest Time</p> <p>Gruffalo clubhouse trip</p>	<p>Guy Fawkes / Bonfire Night</p> <p>Christmas Time / Nativity</p> <p>Church Visit</p> <p>Diwali</p> <p>Hannukah</p> <p>Remembrance day</p>	<p>Chinese New Year</p> <p>Lent</p> <p>Farm Visit</p> <p>World Book Day</p> <p>Reading Week</p> <p>Valentine's Day</p> <p>Internet Safety Day</p>	<p>Walk to the park</p> <p>Planting seeds</p> <p>Easter time</p> <p>Mother's Day</p> <p>Science Week</p> <p>Easter Egg Hunt</p>	<p>Post a letter - walk to the Post Office</p> <p>Start of Ramadan</p> <p>Eid</p> <p>Let's fly - Role play visit somewhere in the world</p>	<p>Visit to the beach</p> <p>Father's Day</p> <p>New Class transitions</p> <p>EYFS Graduation</p>

### Characteristics of Effective Learning

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

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

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

	<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.</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 (not in different ways as it stated 2017). We must be aware of children who 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>
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ASSESSMENT OPPORTUNITIES EYFS	Analyse Nursery Assessments In-house - Baseline data on entry National Baseline data by end of term Phonic Intervention groups	Ongoing assessments Baseline analysis Pupil progress meetings Parents evening info EYFS team meetings Midterm Assessments	GLD Projections for EOY Internal moderations	Pupil progress meetings Parents evening info EYFS team meetings	Cluster moderation EYFS team meetings Parents evening info	Pupil progress meetings EOY data EOY Reports EYFS team meetings
ASSESSMENT OPPORTUNITIES YEAR ONE	Baseline Phonics Check Phonic intervention group	Midterm assessments Phonics Check Parents evening Phonics screening projections	Phonics Check and interventions	NFER Assessments Phonics Check and interventions	Parents evening Phonics Check and interventions	Phonics Screening NFER Assessments EOY Reports
PARENTAL INVOLVEMENT	Home visits Harvest Assembly Home / School Agreement Phonics workshop	Nativity Maths workshop Parents Evening Book at Bedtime	Writing workshop Share a story Stay and Read morning	Parents Evening Art workshop / Gallery Share a story	Share a story Maths Morning – Look how far we have come!	Share a story Parents Evening Parent's Picnic

COMMUNICATION AND LANGUAGE	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
COMMUNICATION AND LANGUAGE	<p>Welcome to Opal Class</p> <p>Settling in activities</p> <p>Making friends</p> <p>Children talking about experiences</p>	<p>Tell me a story!</p> <p>Settling in activities</p> <p>Develop vocabulary</p> <p>Discovering Passions</p>	<p>Tell me why!</p> <p>Using language well</p> <p>Ask's how and why questions...</p> <p>Discovering Passions</p>	<p>Talk it through!</p> <p>Describe events in detail – time connectives</p> <p>Discovering Passions</p>	<p>What happened?</p> <p>Discovering Passions</p> <p>Re-read some books so children learn the language</p>	<p><u>Time to share!</u></p> <p>Show and tell</p> <p>Weekend news</p> <p>Discovering Passions</p> <p>Read aloud books</p>


FOCUS	that are familiar to them Rhyming and alliteration Familiar Print Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.	Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it?" Sustained focus when listening to a story	necessary to talk about what is happening in each illustration and relate it to their own lives	to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.
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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
CHRISTIAN VALUES	<b>Respect</b> "Show respect for all people. Love the brothers and sisters of God's family. Respect God. Honour the king" Peter 2:17	<b>Thankfulness</b> "Give thanks in all circumstance; for this is God's will for you in Christ Jesus." Thessalonians 5:18	<b>Friendship</b> "A friend loves you all the time. A brother is always there to help you." Proverbs 17:17	<b>Forgiveness</b> "The Son paid for our sins, and in him we have forgiveness" Colossians 1:14	<b>Truthfulness</b> "Then you will know the truth. And the truth will make you free." John 8:32	<b>Courage</b> "Be strong and brave. Don't be afraid of them. Don't be frightened. The Lord your God will go with you. He will not leave you or forget you." Deuteronomy 31:6
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>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>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.	<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>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	<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.	<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>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.

			a team when it is necessary.			
PSHE CURRICULUM	My Happy Mind Curriculum Map.pdf					
	<p>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.</p> <ul style="list-style-type: none"> <li>✓ Controlling own feelings and behaviours</li> <li>✓ Applying personalised strategies to return to a state of calm               <ul style="list-style-type: none"> <li>✓ Being able to curb impulsive behaviours                   <ul style="list-style-type: none"> <li>✓ Being able to concentrate on a task</li> <li>✓ Being able to ignore distractions</li> </ul> </li> <li>✓ Behaving in ways that are pro-social                   <ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Thinking before acting</li> <li>✓ Delaying gratification</li> </ul> </li> </ul> </li> <li>✓ Persisting in the face of difficulty.</li> </ul>			<p><i>“Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done.”</i> Education Endowment Foundation.</p>		

PHYSICAL DEVELOPMENT	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
	<b>Skills:</b> Manipulate objects with good fine motor skills <b>Activities:</b> Draw lines and circles using gross motor movements Hold pencil/paintbrush beyond whole hand grasp Pencil Grip model and practice Threading	<b>Skills:</b> Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand <b>Activities:</b> Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Dough Disco	<b>Skills:</b> Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control <b>Activities:</b> Encourage children to draw freely Holding Small Items Button Clothing Cutting with Scissors Using tweezers Daily Handwriting	<b>Skills:</b> Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed <b>Activities:</b> Daily handwriting Letter formation in sand, foam, on paper Free writing and drawing opportunities	<b>Skills:</b> 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 Draw a cross <b>Activities:</b> Daily handwriting Scissors skills e.g cutting paper, leaves etc. Guided drawing and writing	<b>Skills:</b> Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle Start to colour inside the lines of a picture Start to draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego <b>Activities:</b> Daily handwriting Construction models to copy Colouring sheets linked to interests
	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough hand washing and toileting.	Ball skills- throwing and catching. Skipping ropes in outside area Dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics / Balance	Balance- children moving with confidence dance related activities Provide opportunities for children to spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics /Balance

	<p><b>Skills:</b></p> <p>From Development Matters 20':</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>
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LITERACY	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
EYFS LITERACY OBJECTIVES	<p> EYFS Literacy Objectives</p>					
YEAR ONE WORD READING	<p><b>Phonics</b> Red Rose Phonics Begin Phase 5a</p>	<p><b>Phonics</b> Red Rose Phonics Begin Phase 5b</p>	<p><b>Phonics</b> Red Rose Phonics Begin Phase 5c</p>	<p><b>Phonics</b> Red Rose Phonics Continue 5c</p>	<p><b>Phonics</b> Red Rose Phonics Continue 5c</p>	<p><b>Phonics</b> Red Rose Phonics Consolidate Phase 5</p>
YEAR ONE WRITING	<p><a href="#">Colour LAPS Reading Planning for Progression - September 2016.pdf</a> See LAP 1 Year One</p>		<p><a href="#">Colour LAPS Reading Planning for Progression - September 2016.pdf</a> See LAP 2 Year One</p>		<p><a href="#">Colour LAPS Reading Planning for Progression - September 2016.pdf</a> See LAP 3 Year One</p>	

EYFS MATHS	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
	 EYFS Maths ...	 EYFS Maths ...	 EYFS Maths ...	 EYFS Maths ...	 EYFS Maths O...	 EYFS Mat...
YEAR ONE MATHS	 Year 1 and ...	 Year 1 and ...	 Year 1 and ...	 Year 1 and ...	 Year 1 and 2 ...	 Year 1 an...




RELIGIOUS EDUCATION	TAKEN FROM RE SYLLABUS FOR CHURCH SCHOOLS WRITTEN BY BLACKBURN DIOCESE.					
	I am Special Why are we all different and special?  Islam	Christmas How do Christians celebrate Jesus' birthday?  Why do Hindus light candles at Diwali? Hinduism	Stories Jesus Heard What stories did Jesus hear when he was a child? <b>Stories Jesus Told</b> Why did Jesus tell stories?	Easter Why do Christians believe that Easter is all about love?	Special Places What makes a place holy?  Hinduism, Islam	Prayer What is prayer?  Hinduism, Islam, Judaism
	Which stories are special and why? Rosh Hashanah Yom Kippur Sukkot All Saints Day	Which people are special and why? Diwali Hannukah Christmas	What places are special and why? Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri	What times are special and why? Holi Palm Sunday Passover Easter Start of Ramadan	Being special: where do we belong? Eid Shavuot	What is special about our world? Summer Solstice

EYES UNDERSTANDING THE WORLD	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	<p>Looking in mirrors to create detailed self-portraits using paint or collage. Creating an "All About Me" page for a class book. Sharing favourite toys or books from home during "show and tell."</p> <p>Singing action songs like "Heads, Shoulders, Knees and Toes." Drawing around a child on a large piece of paper and labelling the body parts. Discussing the importance of exercise and keeping our bodies healthy.</p> <p>A "sound walk" around the school. A "feely bag" game with objects of different textures. Exploring "smelling pots" with different scents (lemon, mint, lavender). Tasting different fruits to identify sweet and sour flavours.</p> <p>Invite children to bring in and share family photos. Create a class display of family portraits drawn by the children. Use small world figures to represent their own families in play.</p> <p>Building models of</p>	<p>Use construction materials to build houses for the three pigs. In a tuff tray, test the strength of different materials against a hairdryer 'wolf'. Create a story map to sequence the key events.</p> <p>Make and taste porridge. Sort objects into three sizes (small, medium, large). Use the home corner for role-playing the story, encouraging children to talk about the different character perspectives.</p> <p>Look at stalks of wheat, grind wheat grains to make flour, and follow a simple recipe to bake bread. Discuss different jobs in the school community and why helping each other is important.</p> <p>Create firework pictures using black paper, chalk, and glitter. Share and record children's experiences of Bonfire Night. Discuss and create simple fire safety rules.</p> <p>Listen to the story of Rama and Sita. Create diva lamps from clay and decorate them.</p>	<p>Circle time for children to share photos or talk about their pets. Set up a role-play "Vets' Surgery" with soft toys, bandages, and clipboards. Sort pictures of animals into 'pets' and 'not pets' and discuss the reasons.</p> <p>Play with a small-world farm. Match pictures of adult farm animals to their young (e.g., pig to piglet). Read stories like What the Ladybird Heard by Julia Donaldson. Discuss a simple "farm to fork" process.</p> <p>Read stories like Percy the Park Keeper by Nick Butterworth. Go on a nature walk to look for signs of wildlife (footprints, feathers, nests). Create a woodland scene in a tuff tray with leaves, twigs, and toy animals.</p> <p>Sort animals by their skin patterns (spots, stripes). Move like different jungle animals (e.g., stomp like an elephant, prowl like</p>	<p>Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there.</p> <p>Go on a "sensory walk" with a checklist for things to see, hear, touch, and smell. Create "journey sticks" by tying on items found during a walk. Draw a simple map of the outdoor area, marking key features like the big tree or the climbing frame.</p> <p>Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Create a large weather chart and update it daily. Make a simple rain gauge from a plastic bottle to see how much it has rained. Create windsocks from card and streamers to observe the wind's direction and strength.</p> <p>Go on a minibeast safari with magnifying glasses</p>	<p>Talk about journeys they have taken with their family, using language related to the past (e.g., "Last year, we went on a train," "When I was a baby, I was in a car seat").</p> <p>Create a class pictogram showing how everyone travels to school. Go for a walk to a safe place to do a 'traffic survey'. Set up a role-play bus station or train station with tickets, maps, and uniforms.</p> <p>Watch videos of steam trains and modern high-speed trains and discuss the differences. Build elaborate train tracks with wooden blocks around the classroom. Make a long 'class train' from cardboard boxes that children can sit in.</p> <p>Set up an airport role-play area with check-in, security, and a departure lounge. Make and test paper aeroplanes. Use a globe or world map to find countries</p>	<p>Use a large tuff tray to create a beach scene with sand, water, shells, and pebbles. Share seaside holiday photos during circle time. Look at postcards from different seaside towns and talk about the similarities.</p> <p>Create a rockpool in a water tray with rocks, seaweed (green string/fabric), and toy sea creatures. Look at non-fiction books and videos of rockpool life. Go on a "virtual" rockpool hunt on an interactive whiteboard.</p> <p>Experiment with wet and dry sand in a builder's tray. Build sandcastles and investigate how to make them stronger. Use a sloping tray to demonstrate how the tide comes in and washes things away.</p> <p>Set up a lifeguard role-play station. Discuss sun safety and practise applying sun cream and putting on hats. Watch short, child-friendly videos about the work of the RNLI.</p> <p>Watch video clips of whales, dolphins, and sharks. Make jellyfish</p>

	<p>their homes using junk materials or construction blocks. Looking at and discussing photos of different types of houses (flats, bungalows, terraced). Creating a large class map showing where children live in relation to the school.</p> <p>Sharing baby photos and playing "Guess the Baby." Comparing the size of baby clothes and shoes with their own. Creating a simple timeline of their life with key events like being born, learning to walk, and starting school.</p> <p>It is Autumn, how do we know?</p> <p>Go on an Autumn trail and find signs of Autumn.</p>	<p>Use coloured rice and sand to create collaborative Rangoli patterns.</p> <p>Set up a birthday party role-play area with cake-making, card-writing, and present-wrapping. Have a "show and tell" where children bring in an object from a family celebration. Create a class book showing all the different ways families celebrate a particular festival.</p>	<p>a tiger). Read stories like Giraffes Can't Dance by Giles Andreae.</p> <p>Read The Very Hungry Caterpillar by Eric Carle and use story props to sequence the life cycle. Look at pictures or videos of the frog life cycle (spawn -&gt; tadpole -&gt; froglet -&gt; frog). Create a life cycle wheel or a paper plate craft for either a butterfly or a frog. If possible, observe real caterpillars or tadpoles in the classroom.</p> <p>Play with dinosaur toys in a sand tray, encouraging children to make footprints. Create 'fossils' by pressing shells or small toys into clay. Sort dinosaurs into plant-eaters (herbivores) and meat-eaters (carnivores).</p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>After close observation, draw pictures of the natural world, including animals and plants</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see</p>	<p>and observation pots. Carefully log stones and logs to see what lives underneath. Build a class "Bug Hotel" using natural materials.</p> <p>Do bark and leaf rubbings to compare the textures of different trees. Plant a fast-growing seed like cress or a sunflower and observe its growth. Carefully dig up a common weed to look at its roots.</p> <p>Set up outdoor role-play areas like a building site or a garden centre. Look at non-fiction books and videos about jobs like farming, construction, and park keeping. Invite a parent or local community member (e.g., gardener, police officer) to talk about their job outside.</p> <p>Look back at photos or drawings from the start of the topic and discuss what is different now. Create a simple timeline showing the growth of a plant. Make predictions about what the outdoor area will look like in the next season (e.g., "In winter, the leaves will be gone from this tree.").</p>	<p>children may have visited on holiday.</p> <p>A floating and sinking investigation with different objects and materials. Make simple boats from junk materials and test them in a large water tray. Read stories about sea voyages like The Snail and the Whale.</p> <p>Small world play with emergency vehicles. Discuss the different sounds (sirens) the vehicles make. Read non-fiction books about the police, firefighters, and paramedics. A visit from a community police officer if possible.</p> <p>Provide travel brochures, maps, and globes for inspiration. Children can design a postcard from their 'dream destination', drawing a picture on one side and describing their journey on the other. Pack a role-play suitcase with appropriate items for their chosen destination (e.g., sun hat for a beach, woolly hat for the mountains).</p> <p>Learn about life in a contrasting locality, such as Kenya. They will be able to talk about some similarities and differences in homes (e.g., a brick house vs. a Maasai manyatta), transport (a family car vs. a safari jeep or 'matatu' bus), and daily life.</p> <p>Use a simple map or a globe to identify that the world is made up of land and water.</p> <p>Sort different types</p>	<p>models using paper bowls and ribbons.. Talk about the differences between fish (gills) and mammals like dolphins (breathing air). Name and describe several common sea creatures, identifying some of their simple features (e.g., "A fish has fins and a tail").</p> <p>Set up a role-play ice cream parlour or fish and chip shop. Build a pier in the construction area. Design and write postcards to send from their 'holiday'.</p> <p>Talk about different seaside environments, such as sandy beaches, pebble beaches, and rock pools.</p> <p>Understand the basic concept of a habitat and that different animals live in different places (e.g., a crab in a rock pool, a whale in the deep ocean).</p>
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					<i>of transport based on whether they travel on land, in the water, or in the air. Talk about the different environments that vehicles travel through (e.g., cities, countryside, oceans, sky).</i>	
YEAR ONE SCIENCE	<b>The Human Body</b>  <b>In this unit children will learn:</b> To identify and name common parts of the human body. To explore the five senses and their functions. To understand the importance of exercise, a healthy diet, and hygiene. To develop scientific vocabulary related to the human body. To encourage questioning and observation.	<b>Everyday Materials</b>  <b>In this unit children will learn:</b> To distinguish between an object and the material from which it is made. To identify and name a variety of everyday materials. To describe the simple physical properties of materials. To group together objects based on their material. To begin to understand why certain materials are used for specific purposes.	<b>Amazing Animals</b>  <b>In this unit children will learn:</b> To identify and name a variety of common animals. To describe and compare the structure of different animals. To group animals based on simple features. To identify and name animals that are carnivores, herbivores and omnivores. To learn about simple habitats and the animals that live there. To ask and answer simple questions about animals.	<b>Minibeasts and Life Cycles</b>  <b>In this unit children will learn:</b> To identify and name a variety of common minibeasts. To describe the basic structure of some minibeasts. To observe minibeasts in their natural habitat. To understand the basic life cycle of an insect and an amphibian. To learn how to handle living things with care and respect. To ask and answer simple questions about the natural world.	<b>Green Growers</b>  <b>In this unit children will learn:</b> To identify and name a variety of common plants, including trees. To identify and describe the basic parts of a plant. To observe the growth of seeds and bulbs. To understand what plants need to grow and stay healthy. To learn that we eat different parts of plants. To ask and answer simple questions about the natural world.	<b>A year of Changes</b>  <b>In this unit children will learn:</b> To observe and describe weather and changes associated with the seasons. To name the four seasons: Autumn, Winter, Spring, Summer. To understand that the seasons happen in a cycle. To observe how day length varies. To learn how plants, animals, and humans adapt to the changing seasons. To ask and answer simple questions about the world around them.
YEAR ONE HISTORY/GEOGRAPHY	<b>History: My Living History</b>  <b>In this unit children will learn:</b> To understand the concept of past and present in relation to their own lives. To learn that they and their family members have a personal history. To compare objects and experiences from the past and present. To listen to stories from older generations. To develop simple historical vocabulary. To ask and answer simple questions about the past.	<b>Geography: Our place in the UK</b>  <b>In this unit children will learn:</b> To understand what a map is and how it can be used. To name and locate the four countries of the United Kingdom. To identify key human and physical features of the local area. To understand that the UK is an island surrounded by sea. To develop and use geographical vocabulary. To ask and answer simple geographical	<b>Geography:</b>  <b>In this unit children will learn:</b> To name and locate the seven continents. To understand that different animals live on different continents. To learn the names of some animals from each continent. To describe the environment of different continents (e.g., hot, cold, jungle). To use a simple world map or globe to find places. To ask and answer simple questions about the world	<b>Geography: Weather watchers</b>  <b>In this unit children will learn:</b> To observe and describe daily weather using appropriate vocabulary. To name different types of weather common in the UK. To understand that weather changes with the four seasons. To learn how to use simple equipment to measure weather. To understand how weather affects our daily lives, such as the clothes we wear. To ask and answer simple questions about weather and	<b>History: Journeys through time</b>  <b>In this unit children will learn:</b> To understand the concepts of 'past' and 'present' in relation to transport. To identify how different modes of transport have changed over time. To compare objects and vehicles from the past and present. To use simple historical vocabulary. To ask and answer simple questions about the past.	<b>History: Beside the seaside</b>  <b>In this unit children will learn:</b> To understand that seaside holidays have a history and have changed over time. To compare objects, clothing, and activities from the past and present. To learn about a famous person from living memory and their importance. To place simple events and objects on a timeline. To ask and answer simple questions about the past.



		questions.	and its animals.	seasons.		
SEN SENSORY ENHANCEMENTS	 <b>EYFS Sensory Objectives</b>					

<b>EXPRESSIVE ARTS AND DESIGN</b> <p><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p> <p><i>Children to produce a piece of art work each half term to be displayed for 'Celebration wall' for school / parents to show how drawings have developed - 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.</i></p>	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<b>Observational Self-Portraits:</b> Provide mirrors and a range of skin-tone paints, papers, and wool for hair to encourage detailed self-portraits.	<b>Story Puppets:</b> Make simple stick puppets or finger puppets for key characters from a traditional tale.	<b>Paper Plate Animals:</b> Create animal faces by adding features to paper plates (e.g., lion's mane with wool, rabbit ears with card).	<b>Leaf and Bark Rubbing:</b> Use wax crayons and paper to capture the textures of the outdoors.	<b>Junk Model Vehicles:</b> Provide wheels, boxes, tubes, and fastening materials for children to design and build their own cars, trains, or rockets.	<b>Sand and Glue Pictures:</b> Use PVA glue to draw a picture on card, then sprinkle over sand to create a textured image.
	<b>Life-Size Body Painting:</b> Draw around a child on a large sheet of paper and have a group work together to paint the clothes and features.	<b>Firework Pictures:</b> Use black paper and various techniques like blow painting with straws, splattering paint with a toothbrush, or drawing with chalks and glitter.	<b>Clay Minibeasts:</b> Sculpt snails, worms, and spiders from clay, adding details with tools.	<b>Mud Painting:</b> Use different consistencies of mud to paint on large sheets of paper or cardboard.	<b>Large-Scale Painting:</b> On a long strip of paper, create a collaborative painting of a journey, showing the different places a train or car might pass.	<b>Shell and Pebble Collages:</b> Arrange and stick different shells and pebbles onto card or clay to create patterns and pictures.
	<b>Junk Model Homes:</b> Encourage children to use recyclable materials to build a model of their house or flat.	<b>Rangoli Patterns:</b> Create collaborative patterns using coloured rice, sand, or lentils in a tuff tray.	<b>Junk Model Dinosaurs:</b> Use cardboard boxes, tubes, and other recyclable materials to build large-scale dinosaurs.	<b>Natural Transient Art:</b> Create pictures on the ground using only found natural materials like petals, leaves, stones, and twigs. <i>Link to Andy Goldsworthy</i>	<b>Airport Role-Play:</b> Create a detailed role-play area with check-in desks, passports, luggage, and a departure lounge to inspire imaginative scenarios.	<b>Clay Sea Creatures:</b> Sculpt crabs, starfish, and fish from clay, using tools to add texture and detail before painting.
	<b>Music and Mood:</b> Play different pieces of music and ask children to move in a way that reflects how the music makes them feel.	<b>Role-Play Theatre:</b> Set up a simple stage where children can use the props they have made to perform stories for their friends.	<b>Animal Movement:</b> In a music session, encourage children to move like different animals (slither like a snake, stomp like an elephant, hop like a frog).	<b>Weather Soundscapes:</b> Use instruments (rainmakers, drums, shakers) to create the sounds of a storm or a gentle breeze.	<b>Transport Songs:</b> Learn and perform classic songs like "The Wheels on the Bus" with actions.	<b>Ice Cream Parlour Role-Play:</b> Set up a shop where children can make pretend ice creams from playdough, take orders, and handle money.
	<p><b>Skills to be covered throughout the year taken from Development Matters '20:</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.             <ul style="list-style-type: none"> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul> </li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.             <ul style="list-style-type: none"> <li>• Develop storylines in their pretend play.</li> </ul> </li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>					

YEAR ONE ART AND DESIGN	<b>ART: Sensational Self Portraits</b>  <b>In this Unit Children will Learn:</b>  To observe their own facial features and represent them in art.  To use a variety of materials and techniques, including drawing, collage, and painting.  To explore the art elements of line, shape, and colour.  To learn about the artist Pablo Picasso and his distinctive style of portraiture.  To develop fine motor skills and creative confidence.	<b>Design and Technology: Let's celebrate</b>  <b>In this unit children will learn:</b> To design purposeful and appealing products based on a simple design criteria.  To use a range of tools to cut, shape, and join materials.  To explore and use simple mechanisms.  To select appropriate materials and explain their choices.  To evaluate their finished product against their design ideas.  To learn basic food technology and hygiene skills.	<b>ART: Henri Rousseau</b>  <b>In this unit children will learn:</b> To look at and talk about the work of artist Henri Rousseau. To create work in the style of a famous artist. To practise drawing and observational skills. To explore colour mixing, particularly different shades of green. To use a range of materials to create texture and pattern. To design and create a final piece of artwork combining different skills.	<b>ART:Outdoor art with Andy Goldsworthy</b>  <b>In this unit children will learn:</b> To learn about the work of land artist Andy Goldsworthy. To understand that art can be made anywhere, using natural materials. To understand the concept of 'transient art' (art that doesn't last forever). To collect, sort, and arrange natural materials to create patterns and sculptures. To explore shape, colour, and texture. To use photography to record their artwork.	<b>Design and technology: Transport systems</b>  <b>In this unit children will learn:</b> To design purposeful and appealing products based on a simple design criteria. To select from and use a range of tools and materials to perform practical tasks. To explore and use simple mechanisms and structures. To evaluate their finished product against their design ideas. To understand how products are designed for a specific purpose or user.	<b>Design and Technology: The Lighthouse Keeper's Lunch</b>  <b>In this unit children will learn:</b> To design and make products for a purpose, based on a story. To build and explore simple structures and mechanisms. To select appropriate materials and use simple tools to join them. To evaluate their work and suggest simple improvements. To follow a simple recipe and learn about food hygiene.
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EARLY LEARNING GOALS – FOR THE <b>END OF THE YEAR</b> - BEST FIT JUDGEMENT!						
COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
<b>ELG: Listening, Attention and Understanding</b>  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  <b>ELG: Speaking</b>  Participate in small group, class and one-to-one discussions, offering their own ideas, using	<b>ELG: Self-Regulation</b>  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.  <b>ELG: Managing Self</b>  Be confident to try new activities and show independence, resilience and	<b>ELG: Gross Motor Skills</b>  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.  <b>ELG: Fine Motor Skills</b>  Hold a pencil	<b>ELG: Comprehension</b>  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.  <b>ELG: Word Reading</b>  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	<b>ELG: Number</b>  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.  <b>ELG: Numerical Patterns</b>  Verbally count beyond 20, recognising the pattern of the counting system; -	<b>ELG: Past and Present</b>  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.  <b>ELG: People, Culture and Communities</b>  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.	<b>ELG: Creating with Materials</b>  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.  <b>ELG: Being Imaginative and Expressive</b>  Invent, adapt and recount narratives and stories with peers and their teacher.  Sing a range of well-known nursery

