



## Eastnor Parochial Primary School

### Early Years Foundation Stage – Reception Class (Class 1)

<b>Characteristics of Effective Learning</b>	<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>
<b>Over Arching Principles</b>	<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>
<b>Inspire and Achieve</b>	<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>Learning and Development: Children develop and learn at different rates.</p>

<i>Enrichment</i>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b><i>National Festivals, celebrations and special events.</i></b>	Roald Dahl Day International Day of Peace Macmillan Coffee Morning Black History Month Celebration of Grandparents	Diwali Bonfire Night Remembrance day Road Safety Week Anti-bullying week/Odd Socks Day Children in Need Save the Children Christmas Jumper Day Hanukkah	Chinese New Year National Story Telling Week Pride Month Children's mental health awareness week. Safer internet Day Valentine's Day	Shrove Tuesday Fair Trade Fortnight focus in school World Book Day World Poetry Day International Women's Day Holi Festival Science Week Ramadam Mother's Day Celebration	St. George's Day Mental Health Week Shakespeare Day Christian Aid Week TBC	Healthy Bodies Day World Ocean Day Father's Day Celebration Assembly King's Official Birthday International Friendship Day World Refugee Day Eid Al-Adha
<b><i>Eastnor's Special Events</i></b>	Harvest Service Autumn Walk Visit to Bircham's grange	Neon Night Christingle Service Nativity Singing at Bircham's range Christmas Art Day Christmas Dinner Winter Walk Grotto Visit	Visit to Bircham's grange	Mother's Day Assembly Easter Service Easter Egg Hunt Spring Walk Visit to Bircham's grange	Life Education Visit to Bircham's grange Sports Day	Father's Day Assembly End of Year Production Sport's Day and Family picnic Eastnor Adventure Day Summer Walk Leaver's Service Visit to Bircham's grange
<b><i>Trips and Enhancements</i></b>	Welly Walks Forest School Eastnor Pottery	Welly Walks Forest School Combine Harvester / Farmer visit Sunny Todd Prints Visit	Welly Walks Forest School Visit from Rev Joan/Rev Keith Drumming workshop from another cultural	Welly Walks Forest School City visit linked with Pen pals Roger Oats Clive's Fruit Farm	Welly Walks Forest School Open Classroom Mark Sanderson (Data)	Welly Walks Forest School Eastnor Church Hatching eggs Mark Sanderson (VR)

Enrichment	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts	<p><b>Core text:</b> The Gruffalo by Julia Donaldson</p> <p>Other Julia Donaldson Stories The Smartest Giant in Town Stick man</p> <p><b>Pie Corbett’s Reading Spine Texts</b> Owl Babies Rosie’s Walk Goodnight Moon Shhh!</p> <p><b>Traditional Tale</b> The Little Red Hen The Gingerbread Man</p> <p><b>Phonics:</b> See Little Wandle Phonics Planning</p>		<p><b>Core text:</b> The Day the crayons quit by Oliver Jeffers</p> <p><b>Other Oliver Jeffers Stories</b> How to catch a Star Lost and Found Here we are This Moose belongs to me</p> <p><b>Pie Corbett’s Reading Spine Texts</b> Whatever Next On the Way Home</p> <p><b>Traditional Tale</b> The Three Little Pigs</p> <p><b>Phonics:</b> See Little Wandle Phonics Planning</p>		<p><b>Core text:</b> Handa’s Surprise by Eileen Browne</p> <p><b>Books from different cultures</b> The goggle eyed goat Catch that chicken Kasia’s surprise Outside my window Marisol McDonald Doesn’t Match</p> <p><b>Pie Corbett’s Reading Spine Texts</b> Mr Grumpy’s Outing Six Dinner Sid Mrs Armitage</p> <p><b>Traditional Tale</b> Little Red Riding Hood</p> <p><b>Phonics:</b> See Little Wandle Phonics Planning</p>	
Nursery Rhymes	1,2,3,4,5 once I caught a fish  Jack and Jill  Days of the week Miss Polly  Twinkle Twinkle  Mary had a little lamb	I hear thunder  Humpty Dumpty  Wheels on the bus  When Santa got stuck  Rudolph the red nose Jingle Bells	5 little ducks  London bridge  The grand old duke of York hickory dickory dock Sing a song of sixpence  Months of the year  Hey diddle diddle	One finger, one thumb  Old McDonald had a farm  Baa Baa Black sheep 5 current buns Little Peter Rabbit  I’m a little teapot	Incy Wincy  You are my sunshine  Head, shoulders, knees and toes  If you’re happy and you know it  5 little speckled frogs	5 little men in a flying saucer Oranges and lemons  Wind the bobbin up  Nelly the elephant  Into the arc  Here we go round the mulberry bush  Come with me to the beach

	AUTUMNN	SPRING	SUMMER
<p><b>Communication and Language</b></p> <p><b>Listening and attention and understanding</b></p> <p><b>Speaking</b></p>	<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important</li> <li>• Begin to listen attentively and begin to make relevant comments during whole class discussions and small group interactions.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Begin to ask questions to find out more and to check they understand what has been said to them.</li> <li>• Listen and follow instructions involving two parts.</li> <li>• Begin to engage in story times- joining in with refrains, noises etc.</li> <li>• Describe events</li> <li>• Begin to develop social phrases- Good morning</li> <li>• Begin to hold conversations with adults and peers</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear by recalling and repeating, making relevant comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>• Listen carefully to stories and rhymes and join in with these.</li> <li>• Ask questions to find out more and to check they understand what has been said to them. • Begin to retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>• Describe events in some detail</li> <li>• Continue to develop social phrases e.g. Good afternoon</li> <li>• Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> <li>• Hold conversation when engaged in back and-forth exchanges with their teacher and peers, starting to express opinions.</li> </ul>	<p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary and extend this by finding variations of vocabulary.</p> <ul style="list-style-type: none"> <li>• Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> <li>• Use new vocabulary from texts in different contexts and in their own stories and imaginative play.</li> <li>• Describe events in some detail, connecting one idea or action to another using a range of connectives.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas and opinions, using recently introduced vocabulary</li> </ul>
<b>Continuous Provision</b>	<p>Learn new vocabulary- to be written on the Word Wall and in the Wonderful Word book</p> <p>Use new vocabulary through the day and use new vocabulary in different contexts</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems, and songs.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p>		
<p><b>Personal, Social and Emotional Development</b></p>	<ul style="list-style-type: none"> <li>• Begin to express their feelings and consider the feelings of others.</li> <li>• Begin to learn how to focus and give focused attention to what the teacher says</li> <li>• To learn the ‘Super Powers of learning’ and how to be a good learner.</li> <li>• To start to select activities and resources independently- with some support and encouragement.</li> <li>• To understand what perseverance is and to begin to demonstrate this.</li> </ul>	<ul style="list-style-type: none"> <li>• Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>• To continue to develop focusing skills, minimizing distractions.</li> <li>• To reinforce the ‘Super Powers of learning’.</li> <li>• To identify activities and resources and select these independently.</li> <li>• Show perseverance in the face of challenge.</li> <li>• Be confident to try new activities and explore new places and experiences.</li> <li>• To know and follow the rules of our class, without needing reminding.</li> </ul>	<ul style="list-style-type: none"> <li>• Think about the perspectives of others, behave appropriately following rules and begin to regulate their behaviour accordingly.</li> <li>• Talk about how they feel and begin to identify why they feel like this.</li> <li>• 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</li> <li>• Set and work towards simple goals</li> <li>• To show resilience and perseverance in the face of challenge.</li> <li>• Be confident to try new activities and show independence, resilience and perseverance in the faces of challenge</li> </ul>

	<ul style="list-style-type: none"> <li>• To become more confident in different situations, such as assembly and performances.</li> <li>• To begin to learn the rules of our class and school and to understand why these are important.</li> <li>• To dress and undress with a little support.</li> <li>• To manage own hygiene, such as toileting and washing hands with little or no support.</li> <li>• Begin to build friendships with other individuals</li> <li>• See themselves as a valuable individual and part of our class and school group.</li> <li>• Build constructive and respectful relationships. Work and play cooperatively and take turns with others</li> <li>• Play cooperatively with others using technology such as beebots</li> </ul>	<ul style="list-style-type: none"> <li>• To dress and undress independently, including putting on coats and boots</li> <li>• To manage own hygiene- toileting and hand washing independently.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• To identify healthy food choices</li> <li>• Develop and extend friendships, valuing each other, turn taking and cooperating.</li> <li>• Play cooperatively with others using technology such as beebots</li> </ul>	<ul style="list-style-type: none"> <li>• To follow class rules, forest rules and school rules accordingly and to begin to explain why these are important. Not needing an adult to remind them. Link to British Values.</li> <li>• To continue to identify and discuss healthy food choices.</li> <li>• Continue to develop and extend friendships, valuing each other, turn taking, cooperating and negotiating, thinking of the perspective of others.</li> <li>• Play cooperatively with others using technology such as beebots</li> </ul>
<b>PSHE/RSE</b>	<p><b>Autumn 1</b></p> <p>Introduction to RSE – classroom and PSHE rules.</p> <p>What makes me special</p> <p>Me and my special people</p> <p>Who can help me</p> <p>My feelings</p> <p><b>Autumn 2</b></p> <p>I’m special, you’re special</p> <p>How are we the same?</p> <p>How are we different?</p> <p>Different families.</p> <p>Different homes.</p> <p>Kind and caring.</p>	<p><b>Spring 1</b></p> <p>What’s safe to go onto my body?</p> <p>What’s safe to go into my body?</p> <p>Safe indoors and outdoors.</p> <p>Listening to my feelings.</p> <p>Keeping safe online.</p> <p>People who help to keep me safe</p> <p><b>Spring 2</b></p> <p>Looking after my special people.</p> <p>Looking after my friends.</p> <p>Being helpful at home and caring for our classroom.</p> <p>Caring for our world.</p> <p>Looking after my money.</p>	<p><b>Summer 1</b></p> <p>Seasons</p> <p>Life cycles</p> <p>Where do babies come from?</p> <p>Getting bigger</p> <p>Me and my body – boys and girls</p> <p><b>Summer 2</b></p> <p>Bouncing back when things go wrong.</p> <p>Growth Mindset</p> <p>Healthy Eating</p> <p>Exercise</p> <p>Good night sleep</p>
<b><i>Expressive Art and Design</i></b>	<ul style="list-style-type: none"> <li>• Begin to develop storylines in their pretend play.</li> <li>• To learn lines and songs and perform to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop more complex storylines in their play, drawing upon past experiences and language.</li> </ul>	<ul style="list-style-type: none"> <li>• To lead creative play, introducing and developing storylines, creating/adapting props and scenarios.</li> <li>• To create stories with animations or moving cartoons on ipads.</li> </ul>

	<ul style="list-style-type: none"> <li>• Explore what happens when colours are mixed and begin to choose particular colours for a purpose</li> <li>• Begin to create simple representations of events, people and objects</li> <li>• To begin to use sellotape, PVA and Pritt stick independently.</li> <li>• To use tools such as scissors safely.</li> <li>• To begin to hold tools such as paintbrushes and pencils correctly.</li> <li>• To explore different textures and materials, identifying uses and preferences.</li> <li>• To explore construction and building materials and equipment.</li> <li>• To use a paint package to draw on ipads</li> <li>• Explores different sounds of instruments.</li> <li>• Finding the pulse, exploring rhythms, exploring high and low sounds.</li> <li>• Invent a pattern to go with a song using one note</li> <li>• Tap out simple repeated rhythms</li> <li>• Learn songs and sing in a group and perform to an audience</li> <li>• Listen attentively, move to and begin to talk about music, expressing their feelings and responses</li> <li>• To begin to use MP3 players to listen to music</li> </ul>	<ul style="list-style-type: none"> <li>• To choose particular colours for purposes, working carefully to achieved a desired effect. • To create recognizable representations of events, people and objects.</li> <li>• To use ipads to paint, take photographs and explore creatively.</li> <li>• To combine different materials and textures with a purpose</li> <li>• To use glues and tapes independently, selecting the correct one for purpose.</li> <li>• To use Scissors safely and begin to use hole punches and other tools.</li> <li>• To build and construct creatively with purpose, beginning to explain your piece.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them</li> <li>• Finding the pulse, exploring rhythms, exploring high and low pitch and learning new songs.</li> <li>• Use the starting note to explore melodic patterns using one or two notes.</li> <li>• Tap out more complex rhythms.</li> <li>• Explores and learns how sounds can be changed</li> <li>• Listen attentively, move to and begin to talk about music, expressing their feelings and responses.- listening to music on MP3 players also</li> </ul>	<ul style="list-style-type: none"> <li>• To use a variety of techniques and media to produce representations with meaning.</li> <li>• To revisit, refine and improve work, beginning to talk about these improvements and changes.</li> <li>• To safely use scissors, hole punches and staplers, purposefully.</li> <li>• To hold and use tools such as pencils and paintbrushes correctly.</li> <li>• To construct carefully and purposefully, explaining the process to others and to start to follow instruction cards to build and construct.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them comment on these and start to give reasons why.</li> <li>• Use the starting note to explore melodic patterns using one or two notes</li> <li>• Copy-clap 3 or 4 word phrases from the song. Enjoy playing patterns using a combination of any of the three notes C, D and E.</li> <li>• Keep the beat of the song with a pitched note</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>• Create music using technology</li> </ul>
<b>Continuous Provision</b>	<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings- children will explore a wide range of different techniques such as weaving, felting, painting, clay sculpture, modelling etc.</p> <p>Create collaboratively sharing ideas, resources, and skills.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>To explore different artists and designers and their work and to respond to these, developing the ability to discuss these, extending language and vocabulary</p>		
<b>Physical Development</b>  <b>Gross Motor Control</b>	<ul style="list-style-type: none"> <li>•Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</li> <li>• Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</li> <li>• Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing,</li> </ul>	<ul style="list-style-type: none"> <li>•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</li> <li>• Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian. Recap healthy eating, physical exercise and tooth brushing.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency.</li> <li>• Further develop skills of movement including dodging, moving into spaces, chasing and to develop ball skills and controls, including throwing, catching and hitting.</li> <li>• To develop fair and competitive behaviour skills and to engage in races and some competition.</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop coordination, body strength and actions through gross motor movements in Squiggle as you wiggle and Dough Disco</li> </ul>	<ul style="list-style-type: none"> <li>• To move with control, coordination and imagination responding to music.</li> <li>• Continue to Develop coordination, body strength and actions through gross motor movements in Squiggle as you wiggle and Dough Disco</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with swimming.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside and in a group.</li> </ul>
<b><i>Physical Development</i></b>  <b><i>Fine Motor Control</i></b>	<ul style="list-style-type: none"> <li>• Develop fine motor skills- holding pencil correctly, using scissors etc.</li> <li>• Form letters using pencils, in sand, on chalkboards etc. when learnt in phonics</li> <li>• Copies shapes that involve one movement e.g. circle.</li> <li>• Copies shapes involving multiple movements e.g. square X</li> <li>• Uses tripod grasp to pick up objects and hold pencil with.</li> <li>• Make gross motor movements, crossing midline, anticlockwise and clockwise circles and up and down movements.</li> </ul>	<ul style="list-style-type: none"> <li>•Continue to develop fine motor skills- holding pencil correctly, using scissors etc.</li> <li>• Form letters using pencils, in sand, on chalkboards etc. when learnt in phonics</li> <li>• Using scissors to cut simple lines and shapes.</li> </ul>	<ul style="list-style-type: none"> <li>•Practise handwriting to develop a style which is fast, accurate and efficient.</li> <li>• To use paintbrushes and tools correctly.</li> <li>• To use tools such as scissors to cut more complex shapes and to use other tools such as saws and peelers at Forest school</li> </ul>
<b>Continuous Provision</b>	<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 spoon.</p> <p>Develop overall body-strength, balance, co-ordination, and agility throughout, using the outdoor areas such as Forest school, the outdoor classroom and playground.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor, practise some Yoga to support this.</p>		
<b><i>Knowledge and Understanding of the World</i></b>  <b>Past and Present</b>	<ul style="list-style-type: none"> <li>• Know some similarities and differences between in the past and now.</li> <li>• To note how they have changed and grown Sequence photographs from different parts of their life.</li> <li>• Match objects to people of different ages.</li> <li>• Link home life now to that in the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.- e.g. dinosaurs</li> <li>• Compare and contrast life now to the past- use vocab past, present – look at forms of technology</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past, such as the beach, castles, Make comparisons and discuss similarities and differences using historical vocabulary such as past, present, future.</li> </ul>
<b><i>Knowledge and Understanding of the World</i></b>  <b>People, Cultures and Communities</b>	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community. Talk about the lives of people around them and their roles in society.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Describe their immediate environment and start to identify where they live on a map- UK, England, - use online maps also</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.- festivals</li> <li>• Look at Similarities and difference between different religious and cultural communities/festivals</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that people have different beliefs and celebrate special times in different ways.- festivals, Chinese New Year</li> <li>• Recognise some similarities and differences between life in this country and life in other countries and that some environments are different to the one in which they live.</li> <li>• Describe immediate environments and note features such as hill, tree, pond, moat sky etc.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recap where they live on a map and draw information from maps such as land, se, deserts Recap where they live in UK</li> </ul>	<ul style="list-style-type: none"> <li>•Explore the natural world around them.</li> <li>• Draw information from a simplemap.eg village, town, coast Recap where they live UK</li> <li>• Recognise some similarities and differences between life in this country and life in other countries and that some environments are different to the one in which they live. Describe immediate environments and note features such as roads, forests, hills, fields etc.</li> </ul>

<p><i>Links to RE</i></p>	<p><b>Autumn 1- Being special: Where do we belong?</b></p> <p>UW- Name and describe people who are familiar to them.</p> <p>Talk about members of their immediate family and community.</p> <p>PSED- Develop their sense of responsibility and membership of a community. See themselves as a valuable individual.</p> <ul style="list-style-type: none"> <li>• Think about the perspectives of others</li> </ul> <p><b>Autumn 2 - Why is Christmas special for Christians?</b></p> <p>UW- Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p><b>Spring 1 - Why is the word ‘God’ so important to Christians?</b></p> <p>UW- Recognise that people have different beliefs and celebrate special times in different ways</p> <p><b>Spring 2- Why is Easter special to Christians?</b></p> <p>UW- Talk about the lives of the people around them and their roles in society.</p> <p>UW- Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Summer 1 - What places are special and why?</p> <p>UW - Understand that some places are special to members of their community.</p> <p>UW- Recognise that people have different beliefs and celebrate special times in different ways</p> <p><b>Summer 2 - What times/stories are special and why?</b></p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>UW- Recognise that people have different beliefs and celebrate special times in different ways</p>
<p><b><i>Knowledge and Understanding of the World</i></b></p> <p><b>Natural World</b></p>	<ul style="list-style-type: none"> <li>• Explore the natural world around them, describing what they see, hear and feel.</li> <li>• To compare environments</li> <li>• To understand the change in humans as they age.</li> <li>• Begin to name trees and wildflowers</li> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Continue to name trees and identify seeds.</li> <li>• Understand the important processes and changes in the natural world around them, including seasons and changing states of matter- hibernation.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants. - Observing nests, evergreen trees and deciduous trees.</li> <li>• To plant seeds and understand how to grow and care for plants.</li> <li>• To identify features of plants.</li> <li>• To understand changing states of matter- such as melted chocolate, dissolving sugars, melting ice etc.</li> <li>• Understand the important processes and changes in the natural world around them, including seasons and changing states of matter- hibernation</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the important processes and changes in the natural world around them, including seasons and changing states of matter.</li> <li>• To investigate different materials and their properties, floating and sinking and exploring magnets.</li> <li>• To compare and contrast environments</li> <li>• Understand the important processes and changes in the natural world around them, including seasons and changing states of matter - hibernation.</li> </ul>
<p><b>Continuous Provision</b></p>	<ul style="list-style-type: none"> <li>• Understand the effect of changing seasons on the natural world around them to know that weather changes according to the seasons</li> <li>• Describe what they see, hear, and feel whilst outside.</li> <li>• Note and discuss similarities and differences between environments visited and those read in books.</li> <li>• Regularly read stories about famous people which address common themes such as Bravery, kindness, difficult choices. Compare and contrast characters from stories, including figures from the past.-</li> </ul>		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Literacy - Reading</b>	<ul style="list-style-type: none"> <li>Hear general sound discrimination and be able to orally blend and segment.</li> <li>Looks at books independently</li> </ul>	<ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known lettersound correspondences.</li> <li>Read a few common exception words matched to the school's phonic programme.</li> </ul>	<ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known lettersound correspondences.</li> <li>Read a few common exception words matched to the school's phonic programme.</li> </ul>	<ul style="list-style-type: none"> <li>Read some letter groups that each represent one sound and say sounds for them.</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> </ul>	<ul style="list-style-type: none"> <li>Read some letter groups that each represent one sound and say sounds for them.</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> </ul>	<ul style="list-style-type: none"> <li>Read some tricky words from Phase 4 e.g. said, like, have, so.</li> <li>Re-read what they have written to check that it makes sense.</li> </ul>
<b>Literacy - Comprehension</b>	<ul style="list-style-type: none"> <li>Listen and enjoy sharing a range of books.</li> <li>Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover.</li> <li>Know that print carries meaning and in English, is read from left to right and top to bottom.</li> <li>Know the difference between text and illustrations.</li> <li>Enjoy joining in with rhyme, songs and poems.</li> <li>Starts to join in with repeated refrains and key phrases</li> </ul>	<ul style="list-style-type: none"> <li>Engage in conversation and can answer questions when listening to a fiction and nonfiction books.</li> <li>Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.</li> <li>Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences</li> </ul>	<ul style="list-style-type: none"> <li>Predict and anticipate key events based on illustrations, story content and title.</li> <li>Identify how parts of the story or images make them feel.</li> <li>Understand the structure of a non-fiction book is different to a fiction book.</li> <li>Play is influenced by experience of books (small world, role play).</li> </ul>	<ul style="list-style-type: none"> <li>Retell stories in the correct sequence, draw on language patterns of stories.</li> <li>Say how they feel about stories and poems, what parts of the story they liked or disliked, can identify favourite characters, events, or settings and why.</li> <li>Independently access non-fiction books.</li> <li>Play influenced by experience of books</li> <li>Innovate a well-known story with support.</li> </ul>	<ul style="list-style-type: none"> <li>Correctly sequence a story or event using pictures and/or captions.</li> <li>Respond to questions about how and why something is happening or what a character is doing.</li> <li>Know the difference between different types of texts (fiction, nonfiction, poetry)</li> <li>Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.</li> </ul>	<ul style="list-style-type: none"> <li>Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.), puppets and appropriate vocabulary. Innovate a known story.</li> <li>Recall the main points in text in the correct sequence, using own words and include new vocabulary.</li> <li>Talk about themes of simple texts e.g. perseverance, good v evil.</li> </ul>
<b>Literacy- Writing</b>	<p><b>Emergent Writing</b></p> <ul style="list-style-type: none"> <li>Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make.</li> <li>Understand that thoughts can be written down.</li> <li>Write their name copying it from a name card or try to write it from memory.</li> </ul> <p><b>Composition:</b></p>	<p><b>Emergent Writing</b></p> <ul style="list-style-type: none"> <li>Copies adult writing behaviour e.g., writing on a whiteboard, writing messages.</li> <li>Makes make marks and drawings using increasing control.</li> <li>Know there is a sound/symbol relationship.</li> <li>Use some recognisable letters and own symbols.</li> </ul>	<p><b>Emergent Writing</b></p> <ul style="list-style-type: none"> <li>Use appropriate letters for initial sounds and attempts to write words and short sentences.</li> </ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>Use talk to organise events and experiences and to compose a sentence. Begin to write a simple sentence with support. Begin to use finger spaces.</li> </ul> <p><b>Spelling:</b></p>	<p><b>Emergent Writing</b></p> <ul style="list-style-type: none"> <li>Build words using letter sounds in writing, attempting to write words and short sentences.</li> </ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>Orally compose sentence and write a simple sentence with finger spaces and a full stop.</li> <li>Use technology to compose sentences.</li> </ul>	<p><b>Emergent Writing</b></p> <ul style="list-style-type: none"> <li>Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</li> <li>Write short sentences with words with known letter-sound correspondences</li> </ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>Orally compose a sentence and hold it in memory before attempting to write it and begin to use simple conjunctions.</li> </ul>	<p><b>Emergent Writing</b></p> <ul style="list-style-type: none"> <li>Show awareness of the different audience for writing.</li> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>Use technology to form sentences, labelling and creating non-fiction</li> </ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>Write a simple narrative in short sentences with known letter-</li> </ul>

	<ul style="list-style-type: none"><li>• Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</li></ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"><li>• Orally segment sounds in simple words.</li><li>• Begin to write VC and CVC words using the phonemes taught.</li><li>• Write their name copying it from a name card or try to write it from memory.</li></ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"><li>• Copies shapes that involve one movement e.g. circle.</li><li>• Copies shapes involving multiple movements e.g. square X</li><li>• Uses tripod grasp to pick up objects and hold pencil with.</li></ul> <p>Make gross motor movements, crossing midline, anticlockwise and clockwise circles and up and down movements.</p> <ul style="list-style-type: none"><li>• Shows dominant hand</li></ul>	<ul style="list-style-type: none"><li>• Write letters and strings, sometimes in clusters like words.</li></ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"><li>• Orally compose a sentence and hold it in memory before attempting to write it.</li></ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"><li>• Orally spell VC and CVC words by identifying the sounds.</li><li>• Write own name.</li></ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"><li>• Form letters from their name correctly. Recognise that after a word there is a space. • Makes anticlockwise movements and can trace vertical lines.</li></ul>	<ul style="list-style-type: none"><li>• Spell to write VC and CVC words independently using Phase 2 graphemes</li><li>• Spell some irregular common (tricky) words e.g., the, to, no, go independently.</li></ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"><li>• Write from left to right and top to bottom. Begin to form recognisable letters.</li></ul>	<ul style="list-style-type: none"><li>• Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes.</li><li>• Spell some irregular common (tricky) words e.g., the, to, no, go independently.</li></ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"><li>• Holds a pencil effectively to form recognisable letters which begin and end in the correct place.</li></ul>	<ul style="list-style-type: none"><li>• Use finger spaces and full stop.</li></ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"><li>• Spell words by drawing on knowledge of known grapheme correspondences.</li><li>• Make phonetically plausible attempts when writing more complex unknown words.</li></ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"><li>• Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words. • Begin to form capital letters correctly.</li></ul>	<p>sound correspondences using a capital letter and full stop.</p> <ul style="list-style-type: none"><li>• Begin to discuss features of their own writing e.g., what kind of story have they written.</li></ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"><li>• Spell words by drawing on knowledge of known grapheme correspondences.</li><li>• Make phonetically plausible attempts when writing more complex unknown words e.g., using Phase 4 CCVCC</li><li>• Spell irregular common (tricky) words e.g., he, she, we, be, me independently.</li></ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"><li>• Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly</li></ul>
Literacy - Phonics	LITTLE WANDLE PHONICS SCHEME					

<b>Mathematics</b>	<ul style="list-style-type: none"> <li>● Count objects, actions and sounds.</li> <li>● Subitise (instantly recognizing the number of objects in a small group, without counting). ● Link the number symbol (numeral) with its cardinal number value. ● Continue, copy and create repeating patterns.</li> <li>● Compare length, weight and capacity.</li> </ul>	<ul style="list-style-type: none"> <li>● Count objects, actions and sounds and subitise (instantly recognizing the number of objects in a small group, without counting).</li> <li>● Link the number symbol (numeral) with its cardinal number value.</li> <li>● Begin to understand the ‘one more than/one less than’ relationship between consecutive numbers.</li> <li>● Automatically recall number bonds for numbers 0-5</li> <li>● Select, rotate and manipulate shapes to begin to develop spacial reasoning skills</li> </ul>	<ul style="list-style-type: none"> <li>● Count objects, actions and sounds and subitise (instantly recognizing the number of objects in a small group, without counting). ● Link the number symbol (numeral) with its cardinal number value.</li> <li>● Count beyond 10. ● Compare numbers.</li> <li>● Compare length, mass, weight, height and capacity.</li> </ul>	<ul style="list-style-type: none"> <li>● Link the number symbol (numeral) with its cardinal number value.</li> <li>● Count beyond 10.</li> <li>● Compare numbers to 10.</li> <li>● Compare length and height.</li> <li>● Explore the composition of numbers to 10.</li> <li>● Select, rotate and manipulate shapes to develop spatial reasoning skills (revisit).</li> <li>● Continue, copy and create repeating patterns (revisit).</li> </ul>	<ul style="list-style-type: none"> <li>● Automatically recall number bonds for numbers 0–5 and some to 10.</li> <li>● Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>● Subitise (recognise quantities without counting) up to 5.</li> <li>● Verbally count beyond 20, recognising the pattern of the counting system</li> </ul>	<ul style="list-style-type: none"> <li>● Automatically recall number bonds for numbers 0–5 and some to 10.</li> <li>● Have a deep understanding of number to 10, including the composition of each number.</li> <li>● 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.</li> <li>● Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>● Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul>
<b><i>White Rose Units/ Number Blocks</i></b>	<b><i>White Rose Maths Topic- Just Like Me! (approx.. 3 weeks)</i></b>  Matching.  Sorting & Comparing  Numbers 1, 2, 3, 4,5  subitising  Money  Time  Shape	<b>WHITE ROSE + NUMBER BLOCKS</b>  <b>It’s ME 1,2,3! (approx.. 3 weeks)</b>  <b>Light and Dark Consolidation (approx.. 3 weeks)</b>  Numbers 4, 5, ,6,7,8  Money  Time  Shape  subitising  Early doubling	<b>WHITE ROSE + NUMBER BLOCKS</b>  <b>Alive in 5!</b>  <b>Growing 6,7,8</b>  <b>Building 9 and 10</b>  Numbers 5, 6, 7 ,8,9  Money  Time  Shape  Early doubling  subitising	<b>WHITE ROSE + NUMBER BLOCKS</b>  <b>Building 9 and 10</b>  <b>Consolidation</b>  Numbers 7, 8, 9, 10  Halving  Doubling  Sharing  subitising	<b>WHITE ROSE + NUMBER BLOCKS</b>  <b>To 20 and beyond</b>  <b>First then now</b>  Numbers 10, 11, 12, 13, 14, 15  Money,  time,  shape  Halving, doubling  sharing  subitising	<b>WHITE ROSE + NUMBER BLOCKS</b>  <b>First then now</b>  <b>Find my pattern</b>  <b>On the Move</b>  <b>Consolidation</b>  Numbers 16, 17, 18, 19, 20  Money,  time,  shape  Halving, doubling  sharing  subitising