







Reception long term plan

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Theme/ Key question	Marvellous Me Key question: what senses do I have?	Let's celebrate Key question: what do different people celebrate?	People who help us Key question: who helps us in our community?	New life Key question: what is a life cycle?	Amazing animals Key question: where do wild animals live?	It's a wonderful world Key question: What country do I live in?
Possible Celebrations & Experiences	Starting School, Harvest, Autumn, Black History Month.	Diwali , Bonfire Night, Children in Need, Remembrance Day, Advent, Christmas, Christmas Nativity	Lunar New Year / Chinese New Year, NSPCC Numbers day, Safer Internet Day, Fire engine visit	World Book Day, Comic Relief, Mother's Day, Pancake Day, World Art Day, Easter	International Museum Day, World Food Safety day	Father's Day, Sports Day, visit to Manchester airport, Transition, Assessment
Suggested Texts – Fiction and Non-Fiction						
Our favourite 5 author	Michael Rosen This is our house · We're going on a bear hunt · I am hungry · The bear in the cave · Chocolate Cake	Christina Butler One Rainy Day · One Snowy Night · Our Christmas Journey · Don't be Afraid Little Ones · A Star so Bright	-The three little pigs -Cinderella -Jack and the beanstalk -Goldilocks and the Three Bears -Snow white and the seven dwarfs	Anna Mcquinn · Lulu loves flowers -if you're happy and you know it -Lulu loves flowers -Lola plants a garden -The sleep sheep	Martin Waddell Owl babies Farmer duck Can't you sleep little bear The pig in the pond Let's go home little bear	Paul linnet and Sue Hendra Supertato Norman's new shell Simon Sock No-Bot Barry
Nursery rhymes	Twinkle Twinkle Little Star - Head, Shoulders, Knees and Toes - If You're Happy and You Know It	The Wheels on the Bus - Five Little Ducks - Jingle Bells (Christmas)	- Ten in the Bed - Hey Diddle Diddle - Miss Polly Had a Dolly	- Little Miss Muffet - Humpty Dumpty - Jack and Jill	- There Was a Crooked Man - Here We Go Round the Mulberry Bush - Little Bo Peep	Recap favourites for performance - Begin clapping rhythms and identifying rhyming pairs

<p>Key questions</p>	<ul style="list-style-type: none"> - What do you like doing at school? - Who is in your family? - What do you need to get ready? - Can you tell me about your day? 	<ul style="list-style-type: none"> - How are these different? - What happened in the story? - What do you notice? - Can you tell me how you did that? 	<ul style="list-style-type: none"> - Why do you think that happened? - What do you think will happen next? - What would you do if...? - Why did you choose that? 	<ul style="list-style-type: none"> - What happened at the beginning/middle/end? - Can you explain how it works? - What would you change? - Why is that important? 	<ul style="list-style-type: none"> - What did you learn? - What could we do differently next time? - If you were the character, what would you do? - What do you think that means? 	<ul style="list-style-type: none"> - What are you proud of? - What are you looking forward to in Year 1? - What do you want to learn next?
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Religious Education

	Myself	Birthday's	Gathering	Growing	Friendships	Our World
<p>Intent</p> <p>Vocabulary</p> <p>Implementation</p>	<p>Children talk about their families. They will learn the importance of their first name and their family names. Children to learn that God knows us by our name and love us. myself, name, Christian, first name, family name, class name, precious, parent</p> <p>Children to participate in prayerful circle time where they will reflect on the importance of their name.</p>	<p>Children will explore reasons why they receive presents on Christmas Day. Children will learn what the term 'waiting' means and learn about advent. birthday, waiting, wreath, celebrate Christmas, Advent, Jesus, Mary, Joseph, manger</p> <p>Advent wreath materials will be available in the creative area. Children will take part in activities that requires waiting and discuss how this feels.</p>	<p>Children will explore what occasions we gather together for. They will talk about the times that they have been part of a group or team. welcome, blessing, listen, pray, Mass, sing, gather, together, alone</p> <p>Children will discover that everyone gathers together for different occasions. They will be able to discuss similarities and differences.</p>	<p>Children will talk about what things need in order for them to grow. They will explore how they can grow as a person. Grow, spring, different, Lent, Good Friday, cross, Easter Sunday</p> <p>Children will go on nature walks and discuss what they see growing in different areas. Children will plant bulbs. They will also discuss how they can grow as a person.</p>	<p>Children will explore the qualities of a good friend. They will learn why Jesus was a good friend and how we can be like Jesus. Kindness, gentle, loving, sorry, Jesus, forgive, change</p> <p>Children will revisit the school mission 'love one another'. They will make friendship bracelets and take part in team activities.</p>	<p>Children will discuss what makes our world so wonderful. They will discuss what they see on the earth and what we can do to protect it. wonderful, care, love, share, work/play together</p> <p>Children will be able to explain what they like about the world. Children will be able to talk about the story of creation.</p>

Understanding the World

Development of History	Children will explore chronology throughout the year – building up experiences and knowledge of the past and present and using this as reference to reflect on.					
Intent Vocabulary Implementation	Children talk about members of their family and the relationship to them e.g. Mum, Dad. Family, relationships, Mum, Dad, sister, brother, grandma, grandad, friends. Children joining in with discussions and stories about family. Children focusing on work based on ‘all about me’ and their family and friends.	Children use the language of time when talking about past and present events in their own lives and in the lives of others including people they have learnt about through books. Last week, yesterday, a long time ago, last year, Discussions around past and present – events such as celebrations, Remembrance Day	Children look at the people who have helped us in the past. For example, a nurse, a shopkeeper or a hairdresser and compare the differences to now. Uniform. Past, change, equipment, photos. Discussions around how clothing has changed. Discussions around how the emergency vehicles have changed over time.	Children talk about and understand changes in their own lifetime and what happens when they get older. Changes, baby, toddler, child, teenager, adult, elderly, ages. Learning about life cycles of a caterpillar, learning about how we grow and change as people.	Children recount an event that has happened. Event, special, what happened, then, next. Discussions around events we have had at school such as school trips, visits etc.	Children can order experiences that have happened to them and in stories they have read. First, then, next, after that, finally, story. Adults prompting children to order experiences and stories verbally or in a written method.
Development of Geography	Children can draw a simple map and listen to stories with maps. Children recognise some common signs.					
Intent Vocabulary Implementation	Maps, mapping, environment, features, classroom map, local area map, signs, logos.	Children use positional language. Maps, mapping, environment, bee-bot, left, right, under, beside, on top. Modelling how to use a bee-bot and positional language.	Children can use positional language and extend this to using a BeeBots or instructing a friend to move. Children recognise some environments are different to the one in which they live.	Children can confidently programme a BeeBot. Children can talk about technology and how it can help us direct ourselves – Google Maps. Maps, mapping, environment, bee-	Children can draw information from a simple map and identify landmarks of our local area walk. Maps, mapping, environment, features, landmarks, local area.	Children can create own maps using grid paper and symbols (x marks the spot treasure maps) Maps, mapping, environment, features, landmarks, local area, x marks the spot, treasure.

	Exploring maps as a class, reading stories with maps, creating a classroom map, exploring logos and signs as a class.		Maps, mapping, environment, bee-bot, left, right, under, beside, on top, up, down, same, different, landscape. Modelling how to use a bee-bot and positional language. Adults setting up a small world track for children to use the Bee-bots with. Looking at maps of the local area and maps of Antarctica.	bot, left, right, under, beside, on top, google maps. Modelling how to use a bee-bot and positional language. Children having the Bee-bot grid maps to use. Children being shown what Google maps is and its uses.	Children going on a walk together around the local area. To identify landmarks and create a map.	Children using the available materials to create their own maps as modelled by the adults in school.
Development of Science Intent Vocabulary Implementation	Discussions around human lifecycles and how we grow and change – children will understand how they have grown and how they will continue to grow. Looking at how they look and people older than them look – what is the same and what is different. Naming body parts and how to keep ourselves healthy. Hygiene, healthy, nonhealthy, grow, change, germs, 5	Children identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and paper. Children are beginning to understand what ‘re-cycle’ means and why we should do it. Material, wood, plastic, glass, metal, paper, recyclable, hard, soft, rough, smooth, shiny Exploring the materials as a class	Children learn about the seasons and know it is Winter. Children talk about the seasons and have some understanding about the changes that happen in the world. Autumn, day, dark, light, Winter, night, season, Moon, Sun, lighter, darker, shadow Exploring seasons through stories, videos, books. Making a record of	Children can name parts of a plant and what it needs to grow as part of the current topic. Children can grow their own plants and look after them. Children observe the plants and trees around them and how they change. Children are developing a good understanding of a lifecycle as part of the topic.	Children can describe an animal using some scientific vocabulary. Children have an understanding of some animal habitats and can describe them and who lives in them. Polar animals (Penguin, Artic fox, Orca, Elephant seal, Polar Bear, Snowy Owl), frozen, camouflaged, survival.	Children are confident at naming a range of animals and where they live (habitat) and can sort some animals into the country they live in. Pond, garden, woodland, seaside, habitat, wild, wildlife, native, woodland, birds, (owl, duck), insects/bugs/ minibeasts (lacewing, ladybird, woodlouse, bee,

	<p>senses, teeth brushing, dentist, face, hair, leg, human, knee, arm, elbow, back, head, toes, ear, hands, eye, fingers, mouth, nose, parent, baby, child, adult, grandparent</p> <p>Continue with the work on seasons and weather from the Autumn term.</p> <p>Discussions and inputs around growth and changes in the human body.</p> <p>Learning about healthy eating and how the body works.</p>	<p>– naming them.</p> <p>Exploring the properties of these materials through continuous provision and whole class inputs. Reading and investigating what recycling means and how we can recycle.</p>	<p>the seasons or weather such as a weather chart, seasons booklet etc.</p>	<p>Tulip, daffodil, bluebells, crocuses, snowdrops, dandelions, buttercups, daisy</p> <p>Plant, stem, leaf, roots, bulb, shoot, seed, growth flower, trunk, branches. life cycle, egg, caterpillar, chrysalis, cocoon, butterfly, water, food, air</p> <p>Exploring plants and the parts of the plants, looking at lifecycles of plants, identifying plants.</p>	<p>Exploring animals and labelling them.</p> <p>Exploring what animals need to survive and how that changes depending on the environment they are in.</p>	<p>wasp, spider, tarantula, earthworm, snail, millipede, butterfly, caterpillar, microhabitats,</p> <p>Identifying, observing and exploring British animals – in person, through books, videos etc.</p>
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Mathematics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>White Rose Maths EYFS Overview</p> <p>Coverage for the Year:</p>	<p>Getting to Know you: Build trusting relationships</p> <ul style="list-style-type: none"> -Ensure children have good levels of well-being and involvement to be ready to learn. Match, Sort and Compare : -Matching objects -Match pictures and objects -Identify a set -Sort objects to a type -Exploring sorting techniques 	<p>It' me 1,2,3!: Find 1, 2 and 3</p> <ul style="list-style-type: none"> -Subitise 1, 2 and 3 -Represent 1, 2 and 3 -1 more -1 less -Composition of 1, 2 and 3 Circles and Triangles : -Identify and name circles and triangles -Compare circles and triangles -Shapes in the environment -Describe position 1, 2, 3, 4, 5 : Find 4 and 5 	<p>Alive in 5: Introduce zero</p> <ul style="list-style-type: none"> -Find 0 to 5 -Subitise 0 to 5 -Represent 0 to 5 Mass and Capacity Compare mass -Find a balance -Explore capacity -Compare capacity 	<p>Growing 6,7,8 (Continued): -Find 6,7,8</p> <ul style="list-style-type: none"> -Represent 6,7,8 -1 more -1 less -Composition of 6, 7, 8 Length, Height and Time : Explore Length -Compare Length -Explore Height -Compare Height Building 9 and 10 Find 9 and 10 -Compare numbers to 10 	<p>To 20 and Beyond: - Build Numbers beyond 10 (10 – 13)</p> <ul style="list-style-type: none"> -Continue patterns beyond 10 (10 -13) -Build numbers beyond 10 (14 – 20) How Many Now? -Add more -How many did I add? -Take away -How many did I take away? 	<p>Sharing and grouping</p> <ul style="list-style-type: none"> - Explore sharing - Sharing (2 lessons) - Explore grouping Step 4: Grouping - Even and odd sharing (2 lessons) - Play with and build doubles (2 lessons) -Checkpoints Visualise, build and map - Identify units of repeating patterns - Create own pattern rules

	<ul style="list-style-type: none"> -Create sorting rules -Compare amounts Talk about Measures and Patterns: Compare size -Compare mass -Compare capacity -Explore simple patterns -Copy and continue simple patterns -Create simple patterns 	<ul style="list-style-type: none"> -Subitise 4 and 5 -Represent 4 and 5 -1 more -1 less -Composition of 4 and 5 -Composition of 1 – 5 Shapes with 4 sides : Identify and name shapes with 4 sides. -Combine shapes with 4 sides -Shapes in the environment -My day and night 		<ul style="list-style-type: none"> -Represent 9 and 10 - Conceptual subitising to 10 Explore 3D shape -Recognise and name 3D shapes -Find 2D Shapes within 3D shapes -Use 3D Shapes for tasks -3D Shapes in the environment 	<ul style="list-style-type: none"> Manipulate, compose and decompose - Select shapes for a purpose - Rotate shapes -: Manipulate shapes - Explain shape arrangements - Compose shapes - Decompose shapes - Copy 2-D shape pictures - Find 2-D shapes within 3-D shapes (2 lessons) - Checkpoints 	<ul style="list-style-type: none"> - Explore own pattern rules - Replicate and build scenes and constructions - Visualise from different positions - Describe positions Step 4: Give instructions to build - Explore mapping - Represent maps with models - Create own maps from familiar places - Create own maps and plans from story situations - Checkpoints
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Literacy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Development of Reading Comprehension	Children joining in with rhyme, songs and poems. Children are encouraged to hold a book correctly and carefully turn pages. Children understand books have a beginning and an end Children listen and enjoy sharing a range of books both fiction and non-fiction. Children know that text in English is read top to bottom and left to right. Children can	Children being able to sequence two events from a familiar story. Children being asked questions linked to the books read to them. Children using texts and images to answer simple questions. <i>Texts, books, story, non-fiction, fiction, questions, who, what, where, why, when, pictures, illustrations.</i>	Children having favourite books and rhymes – they may know these books from memory. Say what they liked or disliked about a story. When listening to a story children use the images to help them read. Children are becoming increasingly more confident with their understanding of new words in stories. Children	When children are playing, they are adapting, roleplaying or using vocabulary from stories they've read or heard. When reading a well-known or repeated story children will join in. Showing an increasing confidence in sequencing a story. Gives a suggestion to the ending of a story using the front cover, blurb	Use events in a story to suggest what might happen next (with reasonable suggestions being made). Know what non-fiction and fiction means and can talk about the two text types. Correctly sequence a story. Use 'because' to give reason when answering 'why' questions about a text. Rehearse and	Converses about books talking about the events, the parts they liked and dislikes and gives reason as to why they feel this way. Knows key vocabulary used in a range of books. Continue to develop their roleplay to involve the storylines of the books read to them. Recalls many parts of a text with accuracy.
Intent						
Vocabulary Implementation						

	<p>recognise pictures and illustrations in a text Vs the writing. Children spotting familiar words in books.</p> <p>Book, rhyme, join in, picture, illustration, words, text, follow, repeat, look, beginning, middle, end.</p> <p>Reading together, pointing to the words, talking about the pictures in books, retell stories, point out words.</p> <p>Sing nursery rhymes, songs and read poems. (link to themes and books suggested above)</p>	<p>Reading together, exploring a wide range of books and discussing their features, Asking questions about books we have read, asking 'ye' and 'no' questions about texts, model using puppets to act out stories.</p>	<p>can use a books front cover or blurb to make a prediction.</p> <p>Text, pictures, what, why, how, when, where, like, dislike, rhyme, play.</p> <p>Model using pictures to infer clues about the text, Ask children to predict what is happening by using the pictures in different texts, discuss different vocabulary and phrase meanings, ask questions about phrases used, ask children to vote for stories or say if they liked or disliked a story.</p>	<p>and beginning to support their suggestions.</p> <p>Story, order, sequence, retell, end, repeat.</p> <p>Give picture cards of stories, create story maps or provide small world areas with the characters from read stories, discuss and display new vocabulary, ask children for their predictions of how a story is going to end, ask children if they liked or disliked a story and to give a reason.</p>	<p>recall rhymes and stories and remembering actions to well-known rhymes e.g. Incy Wincy spider, grand old duke of York.</p> <p>Sequence, story, what, why, difference, non-fiction, fiction, poetry, act out, show me.</p> <p>Children to sequence a story in their writing. Ask children questions about what will happen next and to give a reason, children to explain the kind of text the class is reading and how they know e.g. fiction books have information, ask 'why' questions about texts.</p>	<p>Vocabulary, words, recall, retell, next, after that, why, when, like.</p> <p>Provide resources for children to access linked to read texts, literacy tasks based on innovating known stories e.g. Going on a fish hunt. Asking children to reason how they feel about a text. Discussing and explaining new vocabulary used in texts shared with them.</p>
	<p>Literacy text this half term:</p> 	<p>Literacy text this half term:</p> 	<p>Literacy text this half term:</p> 	<p>Literacy text this half term:</p> 	<p>Literacy text this half term:</p> 	<p>Literacy text this half term:</p> 

<p>Development of reading words</p> <p>RWI phonics Scheme</p>	<p>I can segment and blend words orally. I can recognise words that rhyme Phonics – s a t p i n m d g o c k c k e u r h b f l Aut 1 – on track 1B</p>	<p>I can link most sounds to letters. I am beginning to blend and segment to read cvc and cvc words. I am beginning to match spoken word to written word (1 to 1 cor) across 2-3 lines of print Phonics – ff ll ss j v w x y z zz qu ch sh th ng nk Words with -s/s/added at the end (hats sits) Words ending -s/z/(his) and with -s/z/ added at the end (bags) Aut 2- 1C</p>	<p>I can read with 1-1 correspondence. I can read some common irregular words. I can solve simple words by blending sounds and I check what I read makes sense and sounds right. Phonics – ai ee igh oo oo oar or ur ow oi ear air er Words with double letters Spring 1- on track ditty</p>	<p>I can read and understand simple sentences. I can use phonic knowledge to read and decode regular words. Phonics – Review Phase 3 Longer words, including those with double letters. Words with -s/z/ in the middle. Words with -es/z/ at the end. Words with -s/s/and/z/ at the end. Review all tricky words taught so far Spring 2- on track red</p>	<p>I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG). I can read words consistent with my phonic knowledge by sound blending (ELG) I can re-read books showing increased accuracy and fluency Summer 1- on track green</p>	<p>Phonics- Phase 3 long vowel grapheme's with adjacent consonants CVCC CCVC CCCVC CCV CCVCC Words ending in suffixes: -ing, -ed/t/, -ed/id/d/-er, -est Longer words and compound words Review all tricky words taught so far. Summer 2- on track green/ purple</p>
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Physical development

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

		activities – drawing, writing, cutting, tracing ect. Weekly handwriting lessons – children introduce to new formations to copy and then use during writing activities.	guided activities using these materials.	if children need support.	children as well as guided activities using these materials.	available in provision for children as well as guided activities using these materials.
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Communication and language

Development of Listening skills Intent Vocabulary Implementation	Children are beginning to listen to other children in their setting. They listen during story time and show an interest in the books being read. Listen, reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem. Carpet time with verbal and visual reminders to listen to others, daily and weekly songs,	Children are listening more on the carpet and when being spoke to by their teacher and peers. Children continue to listen to new stories that are shared with them. Listen, reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem. Assembly time, Carpet time with verbal and visual reminders to listen	Children’s listening skills are continuing to develop and they are listening in lots of different situations such as carpet time, assembly, phonics and other lessons. Listen, looking, thinking time, reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem. Assembly time, Carpet time with	Children listen when both in and out of school and pay attention to the person talking. When out of school they know it is important to listen to keep safe – such as cars or Stanger danger. Listen, wait, turn, caret time, join in, hand up, question, song, rhyme, poem, safe, safety, road safety, fire alarm.	Children’s listening skills continue to develop, they can listen in a range of situation and can listen while taking part in a guided task while remaining on task. Listen, wait, turn, instruction, patient, patience, join in, hand up, questions. Carpet time, group work, asking children questions about stories or	Children show good listening skills and can listen to one another, adults and new people with great skill. Listen, wait, turn, instruction, patient, patience, join in, hand up, questions. Carpet time, group work, assembly time, asking children questions and modelling questions.
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	rhymes, music and stories shared.	to others, daily and weekly songs, rhymes, music and stories shared.	verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared.	Discussions around listening and safety such as fire alarms, road safety.	work they are completing.	
Development of Attention skills Intent Vocabulary Implementation	Children sit on the carpet and show some attention – this may only be for a short time. Children can pay attention to one thing at a time. Carpet, sitting, listening, joining in, hand up, group. Carpet time, assembly time, visual and verbal reminders to sit and listen.	Children paying more attention on the carpet and during guided tasks. Children understanding why they need to pay attention. Carpet, sitting, listening, joining in, hand up, group, P.E, Assembly. Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.	Children showing a good level of attention and concentration. Children being attentive during classroom tasks – both guided and independent. Carpet, sitting, listening, joining in, hand up, group, quiet, quietly. Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.	Children can maintain attention in different contexts. Children show attention to both peers and adults. Carpet, sitting, listening, joining in, hand up, group, listen. Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.	Children are developing their attention skills to both listen and continue with an activity. Sitting, listening, joining in, help. Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.	Children attend to others in play. Children show good levels of attention during learning tasks. Join in, game, pretend, friend, new, game, different. Carpet time, assembly time, group work, playing in provision – including outside, visual and verbal reminders to sit and listen.
Development of Speaking skills Intent Vocabulary Implementation	Children speaking in simple sentences. Children can say simple rhymes and sing songs and poems. Children speak to the adults and children in the	Children using expression to communicate meaning. Children starting conversations and speaking to familiar adults. Children	Children using talk to pretend play. Children explaining things through speech. Children describing things through speech.	Children using talk to clarify their thinking and ideas. Children speaking in well-formed sentences. Children using speech to reason and problem	Children explaining how things work, what has happened and why. Children solving problems, reasoning with others and fixing friendship issues	Children creating an imaginary story of their own in play. Children speak clearly in well-formed sentences. Children using new vocabulary in

	<p>class, they talk to other children during their play. Sentence, songs, joining in, rhymes, poems, Good morning, right, now, pass me, lets get. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day.</p>	<p>taking turns and telling past events. Children learning about rhyme and alliteration. Conversation, turn taking, why, because, and, cat, hat, good morning how are you. Adults modelling the use of intonation and exploring expression during guided reading sessions. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day. Learning about rhyme and listening to words that rhyme and creating their own.</p>	<p>Children talking in the past tense. Pretend this is, ran, fell, why, because, I think, this morning, last night. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day, adults supporting children verbally to use the past tense, recapping activities and the day through conversation or the use of a visual timetable.</p>	<p>solve. Children verbally telling stories. I think, because, why, when, does, and, because, next, after that, let's try. Adults modelling and supporting children to resolve problems, giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day.</p>	<p>through speech. Children adding detail to their sentences. Children describing things that have happened in their life to others. I think, because, why, when, does, and, because, next, after that, let's try, feelings, experience, went to, going to, please, thank you, Adults guiding children to solve their problems, sequencing stories pictorially and verbally as a class, discussing feelings through conversations and stories, encouraging children to articulate their own feelings.</p>	<p>different contexts. Children use past, present, and future tenses in conversation with peers and adults. Play, pretend, topic specific vocabulary, now, then, before, after, if, because, so, could, Small world props available daily to allow children to act out stories, support from adults to use the correct tense and speak in full sentences, conversations through whole class inputs, guided group work and 1:1 with peers and adults in the class to happen daily.</p>
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Personal, social and emotional development

<p>Development of Expressing Feelings (Self- Regulation)</p> <p>Intent Vocabulary Implementation</p>	<p>Children talk about their feelings to trusted adults or special friends.</p> <p>Feelings, emotions, happy, sad, angry, good, bad.</p> <p>Books read focusing on feelings and emotions. Class discussions on emotions – particularly relating to starting school.</p>	<p>Children are sharing more often or may comfort a friend who is upset.</p> <p>Children identify their own emotions and name them.</p> <p>Happy, sad, angry, upset, cry, nice, problem, feeling, emotions.</p> <p>Books read around sharing, friendships, conflicts. Adults modelling resolving conflict. Adults asking children to express their feelings.</p>	<p>Children who are very upset know who they can talk to or know some ways to calm themselves down if needed. Children are becoming more proud of themselves for achieving things such as pupil of the week.</p> <p>Proud, pride, happy, breathing, feel, feelings, emotions, happy, sad. Adults giving children time to present any achievements and children knowing they can talk to their teachers about the achievements they have made.</p>	<p>Children have an adult in school they trust and will talk to.</p> <p>Children talk about their interests and likes and dislikes at school.</p> <p>Choice, explain, say, worry, sad, help.</p> <p>Adults prompting children to explain the choices they have made. Children spending time with the adults in their classroom so they feel comfortable to talk about any concerns they may have.</p>	<p>Children try and share, take turns, reason and look after one another. They apologise if they hurt someone accidentally or make someone else upset.</p> <p>Sorry, upset, sad, accident, help.</p> <p>Adults modelling apologies and explaining to children when an apology is necessary.</p>	<p>Children show emotional maturity ready for the emotional resilience needed for KS1.</p> <p>Children can use reason and resolutions with other children to keep games and play fair.</p> <p>Emotion, feeling, happy, sad, frustration, explain, why, turn taking, my turn, your turn.</p> <p>Adults providing children with a range of strategies to deal with anger and other emotions.</p>
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<p>Development of Independence (Managing Self)</p> <p>Intent Vocabulary Implementation</p>	<p>Children are becoming more independent at coming into school in the morning and getting ready for home at home time. They are using the toilet independently most of the time at school. They know it is okay to ask for help and will do so. Get, book bag, water bottle, pack-up, timetable, toilet, wiping, listening.</p>	<p>Children are using their preferences to choose what they would like to do at school. Children can put their coats on and are becoming more confident and skilled in using buttons and zips. Play, playing, area names of the classroom, help, please, dress, undress, clothing names, listening, next.</p>	<p>Children are becoming much more independent – getting things for home, eating their dinner and snacks, asking for help, getting a drink when they want one. Children independently making healthy food choices such as at dinner time. Toilet, food, drink, knife, fork, help, tired, poo, healthy, treat food.</p>	<p>Children looking after themselves at school (personal and hygiene needs). Children developing resilience and perseverance independently. Dress, undress, zip, button, help, try again, tricky, hard, challenge, safe, road safety, look both ways, listening. Children being asked to independently dress themselves. Children given challenges in</p>	<p>Children are confident to try new things. They continue to develop their resilience and perseverance independently. Children can continue to look after and care for themselves. Like, dislike, why, explain, reason, resilience, try again, rule, road safety, directions, listen, next, after that.</p>	<p>Children continue to look after themselves and understand what healthy choices are. Children have developed resilience, independence and perseverance to support them through transition and the next step in their school journey. Challenge, harder, next level, healthy, food groups, fats, proteins, carbohydrates, dairy,</p>
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	<p>Visual and verbal reminders to organise themselves.</p> <p>Reminders to use the toilet, although children should be going independently but may need some verbal support.</p> <p>Adults giving children simple and clear 1 step instructions such as "Get your bag".</p>	<p>Children given the choice to play in the area they would like to in the classroom.</p> <p>Adults to build up relationships with the class so they feel comfortable to ask for help. Verbal and pictorial reminders and support to get changed.</p>	<p>Adults to build a good relationship with the class so they feel comfortable to ask for help or express their needs. Lessons and activities based around healthy and unhealthy foods.</p>	<p>class. Children having to explain how to be safe on roads and paths or being taken out of school as a class on a walk.</p>	<p>Regular new activities introduced to the class. Discussions around resilience and perseverance. Discussions around road safety or a class walk.</p>	<p>food names, physical activity, P.E, work out.</p> <p>Challenges in the classroom and during adult guided work.</p> <p>Discussions and lessons around keeping healthy.</p>
<p>Development of Social skills (Building Relationships)</p> <p>Intent Vocabulary Implementation</p>	<p>Children are building new positive relationships with pupils and staff in their new setting. They may begin to play alongside other children if ready.</p> <p>Friend, teacher, peer, class, others, happy, talk, conversation, play, group, roleplay, small world.</p> <p>Giving children lots of opportunities to talk during carpet time, group tasks,</p>	<p>Children are building on the relationships started last term. They are talking to children and adults in their setting and beginning to ask for help if they need it.</p> <p>Friend, class, teachers, help, please, talk, conversation.</p> <p>Adults modelling respectful conversations, adults building positive relationships so children feel comfortable to ask for help.</p>	<p>Children have friendships and may have a special friend. They play with these children in and out of the classroom and are happy to</p> <p>Talk, friends, friend names, play, classroom area names.</p> <p>Children provided with lots of opportunities to play with others and make friends with other children.</p>	<p>Children are building relationships through play and talk and converse to many of their peers.</p> <p>I think, because, why, when, please, turns, next, shall we, pretend.</p> <p>Adults modelling negotiation, children supported to negotiate and play. Lots of opportunities for children to play.</p>	<p>Children continue to build strong bonds with other children in their school and care for their peers e.g. getting them tissues, asking them to join in with a game.</p> <p>Do you, like, dislike, your turn, my turn, minutes, shall we.</p> <p>Stories around considering others, prompts to share, collaborate with</p>	<p>Children know if they have hurt someone's feelings and will apologise without being asked.</p> <p>Children know some children might like or dislike the things they do and that it is okay.</p> <p>Children look after each other and want to help their friends. Your turn, my turn, you can have it, share, sad.</p>

	playing, and general discussions. Conversations modelled by adults.				other children if necessary.	Stories around conflict, responsibility, individuality and needs of others.
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Expressive Art and Design

<p>Development of Imagination and Roleplay</p> <p>Intent</p> <p>Vocabulary</p> <p>Implementation</p>	<p>Children exploring the roleplaying area/s within the setting and joining in with familiar pretend play. Children exploring and using the resources to create props or bring in and use materials to support play. Children building and developing storylines in both the small world area and role-playing in the setting.</p> <p>Join in, pretend, roleplay, home corner, mums, dads, baby, small world, people, vehicles, cars, recreate, represent, shops, schools.</p> <p>Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children.</p>		<p>Children using the stories they know and have heard in school to roleplay them Children extending their roleplay with more imaginary storylines. Children continuing to use the props available in school and ones they have made themselves.</p> <p>Join in, pretend, roleplay, retell, stories, acting out, puppets, toys, small world, masks, home corner, conversations, taking on a role, pretending.</p> <p>Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children.</p>		<p>Children continuing to extend and develop the storylines they are role playing in school. Children will independently sing, dance, roleplay, create artwork and may show a passion for one or more ways to express their imagination.</p> <p>Join in, pretend, roleplay, retell, stories, converse, conversation, represent, real life, imagination, celebrations, daily life, shopping, school.</p> <p>Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children, singing songs, rhymes and doing guided roleplaying activities together as guided groups or a whole class.</p>	
<p>Development of Art and design and technology</p> <p>Scheme: Kapow</p>	<p>Art – Painting and mixed media</p> <p>Paint my world!</p> <p>Children will explore paint and painting techniques through nature, music and working together. They will use the natural objects from outdoors to do this.</p>	<p>DT Cooking and nutrition-</p> <p>Children will explore the differences of fruit and vegetables using their senses and they will make their own soup.</p> <p>Fruit, vegetable, senses, healthy and unhealthy, chop</p> <p>Adults will model how to chop, slice</p>	<p>Craft and design- let's get crafty</p> <p>Children will develop cutting skills, threading, joining and folding skills.</p> <p>Pull, pinch, thread, fold, pattern</p> <p>Children will have access to activities that include threading. They will also have different types of paper to</p>	<p>DT- Junk Modelling</p> <p>Children will explore and learn about various types of permanent and temporary join. They will be encouraged to use the tinker table and construction area.</p>	<p>Art- Sculpture</p> <p>Children will explore sculptural qualities of malleable materials. The children will explore the use of joining techniques: designing and making clay animal sculptures.</p> <p>Animal, sculpture, join, mould</p> <p>Children provided with different malleable</p>	<p>DT- Structures boats</p> <p>Children will explore what is meant by floating and sinking. They will learn about different features of a boat and investigate the shape and structures to build their own.</p>

	<p>Outdoors, paint, working together, brush, sound, Megan Coyle.</p> <p>Adults will model how to make a collage using Megan Coyle's techniques.</p> <p>Children will make a collage.</p>	<p>and blend the soup and the children will have a turn independently.</p>	<p>explore using folding and cutting.</p>	<p>Pull, break, separate. Fix</p> <p>The Creative area will have different materials available for junk modelling.</p> <p>The Tinker table will include hammers, nails and other tools for children to explore.</p>	<p>materials such as dough and clay to experiment with.</p> <p>Adults will model how to use clay to make an animal.</p>	<p>Floating, sinking, boat, material</p> <p>The water area will be enhanced with different boats made out of materials. They will make discover what is a good material for a boat.</p>
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Computing

Autumn	Spring	Summer
<p>Using a computer</p> <p>Children learn about the main parts of a laptop. They will learn to use a mouse and a keyboard.</p> <p>Mouse, keyboard, laptop, click, screen</p> <p>Children will have access to laptops during continuous provision to practice using a mouse and keyboard.</p>	<p>Programming Beebots</p> <p>Children learn about directions, experiment with programming a Bee-bot/Blue-bot (Links to geography).</p> <p>Beebots, turn, forward, backward, in front, behind</p> <p>Children will have access to Beebots in provision and learn how to navigate them.</p>	<p>Instructions</p> <p>The children learn to receive and give instructions and understand the importance of precise instructions.</p> <p>Instructions, first, next, finally.</p> <p>Children will practise following instructions in the correct order to get to a final outcome.</p>