

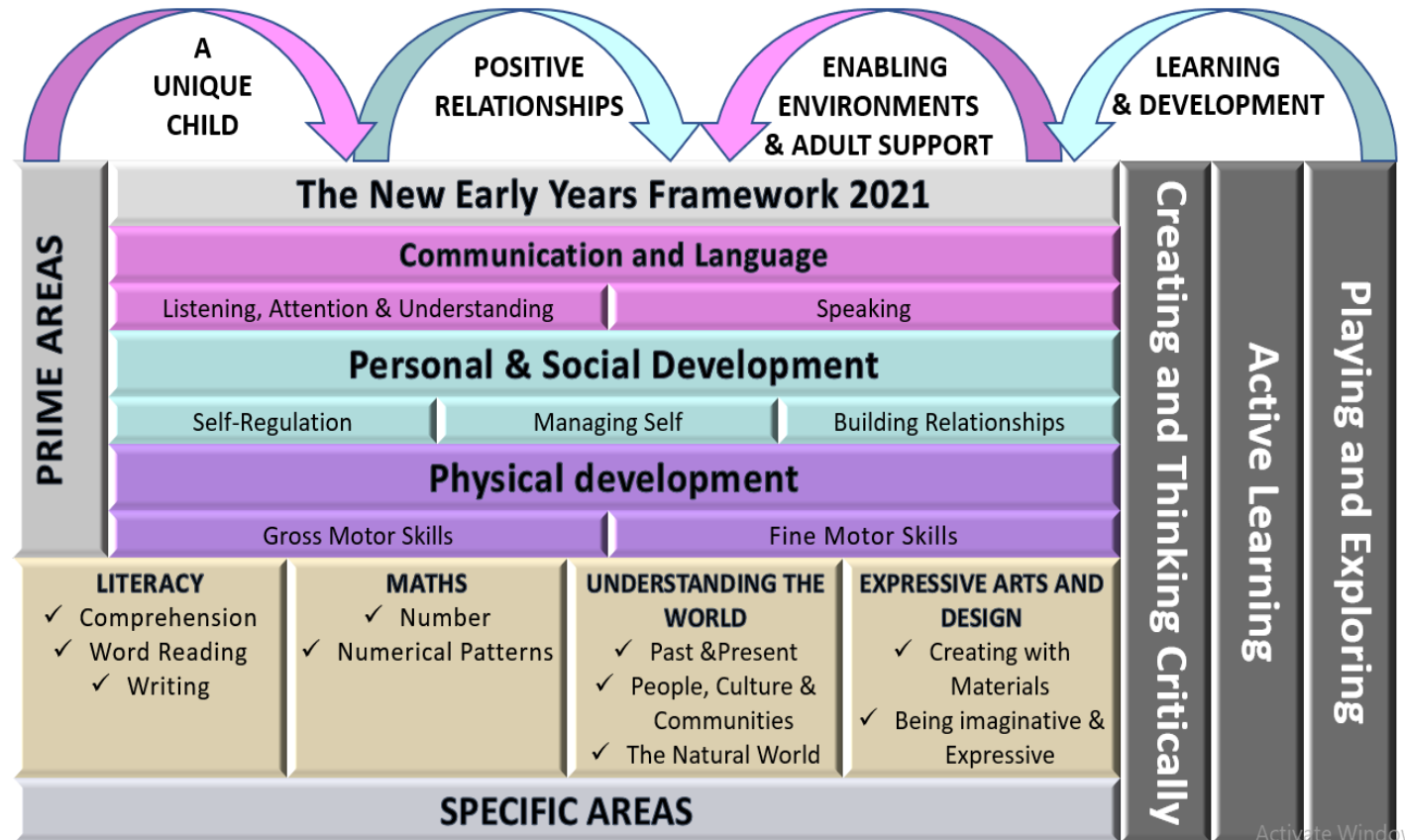


## Reception Long Term Plan 2021 – 22

At the end of their time at Sandford Hill Primary, our children will take with them the skills to

- ❖ Make safe and healthy choices
- ❖ Communicate confidently
- ❖ Prepare them for a digital world
- ❖ Become independent learners, with a secure knowledge of the basics, who have a desire to further improve
- ❖ Take pride in their personal achievement and pride in their school and their community.

*“At Sandford Hill Primary School our ethos of ‘Thoughtfulness and Respect’ underpins our EYFS curriculum and is reflected in everything we do. Through positive relationships and high quality interactions our aim is to create a nurturing learning environment where every child feels happy and safe. We believe that all children deserve to be valued as an individual and we are passionate in allowing all children to achieve their potential from their various starting points. We work collaboratively with parents and carers to encourage independent, enthusiastic and happy learners who thrive in school regardless of background, circumstances or needs.” EYFS – Sandford Hill*



|   | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1   | Summer 2  |
|---|---|---|--|---|--|---|
| <p><b>General Themes</b><br/>NB: <i>These themes may be adapted at various points to allow for children's interests to flow through the provision</i></p> | <p><b>All About me!</b><br/>Starting school / my new class / Feelings<br/>What makes a good friend?<br/>My family<br/>People who help us / Occupations<br/>Staying healthy / Food / Human body/Senses<br/>How have I changed?<br/>Being kind / Sharing<br/>Sports week - fairness</p> | <p><b>The Dark</b><br/>Nocturnal animals<br/>Space<br/>Diwali<br/>Bonfire Night<br/>Christmas</p>   | <p><b>Down in the woods</b><br/>Traditional stories<br/>Pancake Day<br/>Winter<br/>Woodland environments</p>                       | <p><b>Come outside</b><br/>Plants &amp; Flowers – what do they need to grow?<br/>Weather / seasons<br/>Planting seeds<br/>Reduce, Reuse &amp; Recycle<br/>Minibeasts<br/>Life cycle of a butterfly<br/>Life cycle of a frog<br/>Healthy food – where does our food come from?</p> | <p><b>Amazing animals</b><br/>Zoo animals<br/>On the farm<br/>Contrasting countries</p>                  | <p><b>A ticket to ride</b><br/>Our local area - Stoke on Trent<br/>Where do we live in the UK / world?<br/>Houses and homes<br/>How do I get there?<br/>Where in the world have you been?<br/>Vehicles past and Present<br/>Under the sea<br/>Pirates</p> |
| <p><b>Core texts</b></p>  | <p>All are welcome<br/>The Colour Monster<br/>A superhero like you<br/>Funny Bones<br/>The Family Book<br/>The Enormous Turnip</p>  | <p>Whatever Next!<br/>The Way Back Home<br/>Alien's love underpants<br/>The Solar System (non fiction)<br/>Can't you sleep little bear<br/>Peace at Last<br/>Rama and Sita<br/>The Nativity Story</p>                             | <p>Stickman<br/>The Gruffalo<br/>The Gingerbread Man<br/>Hansel and Gretel<br/>Little Red Riding Hood<br/>Mr Wolf's Pancakes</p>   | <p>Busy Spring – Nature Wakes Up<br/>The Tiny Seed<br/>Oliver's Vegetables<br/>Jack and the Beanstalk<br/>The Very Hungry Caterpillar<br/>Superworm<br/>Growing Frogs</p>   | <p>Handa's Surprise<br/>Dear Zoo<br/>What the Ladybird Heard<br/>Tom and the Island of the Dinosaurs</p> | <p>The Three Little Pigs<br/>The Naughty Bus<br/>Mr Gumpy's Outing<br/>Tiddler<br/>The Rainbow Fish</p>   |
| <p><b>Rhymes and songs</b></p>  | <p>Wind the Bobbin Up<br/>Miss Polly had a dolly<br/>Three Blind Mice<br/>Pat a Cake</p>  | <p>Hey Diddle Diddle<br/>Wee Willy Winky</p>  | <p>The Grand Old Duke of York<br/>Jack and Jill</p>  | <p>I hear thunder<br/>It's Raining, It's Pouring<br/>Mary Mary Quite Contrary<br/>Little Miss Muffet</p>  | <p>Mary had a little lamb<br/>The animals went in two by two</p>   | <p>The big ship sails<br/>A sailor went to sea</p>  |
| <p><b>Poems</b></p>   | <p>The Puffin Book of Fantastic First Poems<br/>Sing a song of six pence (big book)</p>   | <p>The Booktime Book of Fantastic First Poems<br/>Two blue cockatoos (big book)</p>   | <p>Literacy Skills Big Rhyme Book<br/>Pass the Jam, Jim (big book)<br/>All Join In (big book)<br/>I fell out of bed (big book)</p> | <p>Wiggle and Giggle (big book)</p>   | <p>Rumble in the Jungle</p>  | <p>Shark in the park<br/>Commotion in the Ocean</p>   |
| <p><b>'Wow' moments / Enrichment Weeks</b></p>  | <p>Sports Week<br/>Autumn walk<br/>Remembrance Day<br/>Nurse / Firefighter visit</p>  | <p>Guy Fawkes / Bonfire Night<br/>Christmas Time / Nativity<br/>Diwali<br/>Hannukah<br/>Black History Month<br/>Remembrance day<br/>Children in Need<br/>Anti- Bullying Week<br/>Animal Lady visit<br/>Visit to Cannock Chase</p> | <p>Chinese New Year<br/>LENT<br/>Internet Safety Day<br/>Making Gingerbread Men<br/>Pancake Day</p>                                | <p>Planting seeds<br/>Easter time<br/>Mother's Day<br/>Queen's Birthday<br/>Eater Egg Hunt<br/>Making fruit kebabs<br/>Butterflies<br/>Pond dipping</p>   | <p>Pajamarama Day<br/>Fruit tasting<br/>National Forest<br/>Adventure Farm trip<br/>Father's Day</p>     | <p>Geography day<br/>Sports Day<br/>Local area walk</p>   |

|   | <u>Autumn 1</u><br>All about me   | <u>Autumn 2</u><br>The Dark   | <u>Spring 1</u><br>Down in the Woods  | <u>Spring 2</u><br>Come outside   | <u>Summer 1</u><br>Amazing animals   | <u>Summer 2</u><br>A ticket to ride   |
|---|---|---|---|---|--|---|
| <p><b><u>Communication and Language</u></b></p> <p><b>ELG: Listening, Attention and Understanding</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> | <p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</p> |   |   |   |  |   |
|   | <ul style="list-style-type: none"> <li>-Good listening rules - understand how to listen carefully and why listening is important.</li> <li>-Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”</li> <li>- talking about my family/my likes and dislikes</li> <li>- adults facilitating in the continuous provision modelling high quality interactions and vocabulary</li> <li>-NELI speech and language intervention</li> </ul>  | <ul style="list-style-type: none"> <li>-Good listening rules - understand how to listen carefully and why listening is important.</li> <li>Teach the children how to be talk partners</li> <li>- adults facilitating in the continuous provision modelling high quality interactions and vocabulary</li> <li>- Tier 2 vocabulary linked to stories and core texts</li> <li>- Listening and responding to stories</li> <li>-NELI speech and language intervention</li> </ul> | <ul style="list-style-type: none"> <li>Teach the children how to be talk partners</li> <li>-re-telling traditional stories through role-play, story maps etc</li> <li>-new vocabulary linked to experiences e.g. woodland visits</li> <li>-NELI speech and language intervention</li> </ul> | <ul style="list-style-type: none"> <li>-Following instructions e.g. planting a seed, cooking etc.</li> <li>-Takes part in discussion</li> <li>- Listening and responding to stories</li> <li>-Ask’s how and why questions...</li> <li>-NELI speech and language intervention</li> </ul> | <ul style="list-style-type: none"> <li>Ask’s how and why questions...</li> <li>-new vocabulary linked to experiences e.g. fruit tasting, farm visit</li> <li>- Tier 2 vocabulary linked to stories and core texts</li> <li>-NELI speech and language intervention</li> </ul> | <ul style="list-style-type: none"> <li>-Children feel confident to express their ideas and feelings using full sentences</li> <li>EYFS end of year concert</li> <li>-NELI speech and language intervention</li> </ul> |
| <p>C&amp;L is developed throughout the year through high quality interactions, daily group discussions, PSHE/circle times, stories, singing, speech and language interventions (NELI), talk for writing.</p> <p><b>Daily Reading Opportunities –</b></p> <p>Reading area (books linked to children’s interests, books the children read in Nursery, topic books, non-fiction books linked to topic)</p> <p>Shared reading (ORT big book), dedicated poem/rhyming song time, reading for pleasure daily story time, VIPERS linked to class text</p>  |   |   |   |   |  |   |

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|--|---|--|--|--|---|--|
| <b><u>Personal, Social and Emotional Development</u></b>   | <p>Children’s personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b>, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b>.</p> |  |  |  |   |  |
| <b>ELG: Self-Regulation</b><br><br><b>ELG: Managing Self</b><br><br><b>ELG: Building Relationships</b> | <ul style="list-style-type: none"> <li>-Golden Rules/expected behaviour</li> <li>-PSHE stories linked to the Golden Rules</li> <li>-Discuss feelings through stories e.g The Colour Monster</li> <li>- Adults to model building respectful relationships</li> <li>-Adults to support children to self-regulate their own feelings</li> <li>-What makes a good friend? Make a friendship cake.</li> <li>-People who help us – doctors, dentists</li> <li>-Oral Health</li> <li>-Turn-taking and co-operation games</li> <li>-Can independently organise themselves in the morning e.g., book bag in tray, coat on peg</li> <li>- Can manage their own personal hygiene e.g., toileting, handwashing</li> </ul>   | <ul style="list-style-type: none"> <li>-Golden Rules/expected behaviour</li> <li>-PSHE stories linked to the Golden Rules</li> <li>-Discuss feelings through stories e.g. Hansel and Gretel</li> <li>- Adults to model building respectful relationships</li> <li>-Adults to support children to self-regulate their own feelings</li> <li>-What do humans need to grow? Importance of hygiene, exercise and healthy eating</li> <li>-Oral health</li> </ul> | <ul style="list-style-type: none"> <li>-Golden Rules/expected behaviour</li> <li>-PSHE stories linked to the Golden Rules</li> <li>-Discuss feelings through stories e.g. The Rainbow Fish</li> <li>- Adults to model building respectful relationships</li> <li>-Adults to support children to self-regulate their own feelings</li> <li>- Looking After our Planet - recycling</li> <li>- Looking after animals/Caring for living things</li> <li>- Oral health</li> </ul> |  |   |  |
| <b><u>PSHE</u></b>   | <p style="text-align: center;"><b>What makes a good friend?</b></p> <p style="text-align: center;"><b>Children will learn:</b></p> <ul style="list-style-type: none"> <li>-how to talk about their likes and dislikes</li> <li>-to listen to others</li> <li>-to talk about their families and compare similarities and differences in respect to other families</li> <li>-to talk about what makes a good friend</li> <li>-to be a good friend</li> </ul>  | <p style="text-align: center;"><b>What is money used for?</b></p> <ul style="list-style-type: none"> <li>-what money is</li> <li>-what money is used for</li> <li>-the importance of earning money</li> <li>-how to make the choice of spending or saving the money they have earned</li> <li>-an understanding of needing something compared to wanting something</li> <li>-how to keep their money safe</li> </ul>   | <p style="text-align: center;"><b>Health and well-being</b></p> <ul style="list-style-type: none"> <li>- looking after our teeth is important to stay healthy</li> <li>- the importance of hygiene</li> <li>- people who help us e.g. dentist</li> <li>- talk about how they are feeling and why</li> <li>-solve disagreements by talking</li> </ul>   |  |   |  |

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| <p style="text-align: center;"><b><u>Physical Development</u></b></p> <p><b>ELG: Fine Motor Skills</b><br/>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p> <p><b>ELG: Gross Motor Skills</b><br/>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> | <p>Physical activity is <b>vital</b> in children’s all-round development, enabling them to <b>pursue happy, healthy and active lives</b>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child’s strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness, co-ordination and agility</b>. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b>, which is later linked to <b>early literacy</b>. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, <b>allow children to develop proficiency, control and confidence</b>.</p> |  |  |  |  |   |
|  | <p>Fine motor activities – threading, playdough, pouring, cutting, weaving, tweezers</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Teach children how to use scissors</p>   | <p>Fine motor activities – threading, playdough, pouring, cutting, weaving, tweezers</p> <p>Teach and model correct letter formation.</p> <p>Teach children how to use scissors</p>  | <p>Fine motor activities – threading, playdough, pouring, cutting, weaving, tweezers</p> <p>Cut along a straight line with scissors /</p> <p>Start to cut along a curved line, like a circle</p> | <p>Fine motor activities – threading, playdough, pouring, cutting, weaving, tweezers</p> <p>Cutting fruit with a knife</p>   | <p>Fine motor activities – threading, playdough, pouring, cutting, weaving, tweezers</p> <p>Develop pencil grip and letter formation continually</p> | <p>Fine motor activities – threading, playdough, pouring, cutting, weaving, tweezers</p> <p>Form letters correctly using an effective tripod grip</p> |
|  | <p>Cooperation games i.e. parachute games.</p> <p>Climbing – park, crates, planks, assault courses</p> <p>Gross motor movements – ribbons, rollers, mops, prams, wheelbarrows</p> <p>Tricycles, scooters and balance bikes</p>  | <p>Climbing – park, crates, planks, assault courses</p> <p>Gross motor movements – ribbons, rollers, mops, prams, wheelbarrows</p> <p>Play equipment – balls, bats and balls, stilts, hula hoops</p> <p>Obstacle activities- children moving over, under, through and around equipment</p> | <p>Climbing – park, crates, planks, assault courses</p> <p>Play equipment – balls, bats and balls, stilts, hula hoops</p> <p>Tricycles, scooters and balance bikes</p>                           | <p>Climbing – park, crates, planks, assault courses</p> <p>Play equipment – balls, bats and balls, stilts, hula hoops</p> <p>Tricycles, scooters and balance bikes</p> | <p>Climbing – park, crates, planks, assault courses</p> <p>Play equipment – balls, bats and balls, stilts, hula hoops</p>                            | <p>Climbing – park, crates, planks, assault courses</p> <p>Races / team games involving gross motor movements</p>                                     |
| <p><b><u>PE/Gymnastics/ Dance</u></b></p>  | <p>Travelling in different ways</p> <p>Dance / moving to music</p>  | <p>Gymnastics - shapes</p> <p>Dance / moving to music</p>  | <p>Gymnastics - rolls</p> <p>Dance / moving to music</p>   | <p>Gymnastics - jumps</p> <p>Dance / moving to music</p>   | <p>Ball skills – throwing and catching, aiming</p> <p>Dance / moving to music</p>  | <p>Ball skills – kicking, passing, dribbling</p> <p>Dance / moving to music</p>   |

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|---|---|---|--|--|---|--|
| <p><b>Literacy</b></p> <p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> | <p>It is crucial for children to develop a <b>life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b>. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy recognition of familiar printed words</b>. Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p> |   |  |  |   |  |
|   | <ul style="list-style-type: none"> <li>-Joining in with rhymes and showing an interest in stories with repeated refrains.</li> <li>-Understand the five key concepts about print</li> <li>-Engage in extended conversations about stories, learning new vocabulary</li> <li>-Bedtime story books</li> </ul>   | <ul style="list-style-type: none"> <li>-Begin to blend to read CVC words made up of known letter-sound correspondences</li> <li>-New vocabulary linked to stories</li> <li>-Enjoys an increasing range of books</li> <li>-Sequencing familiar stories through the use of pictures to tell the story.</li> </ul> | <ul style="list-style-type: none"> <li>-Sequence story – use vocabulary of beginning, middle and end.</li> <li>-Retell stories through acting/role-play</li> <li>- Story maps</li> <li>-Rhyming words</li> </ul> | <ul style="list-style-type: none"> <li>-Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>-Non-fiction books linked to topic</li> <li>-Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> </ul> | <ul style="list-style-type: none"> <li>Stories from other cultures and traditions</li> <li>They develop their own narratives and explanations by connecting ideas or events</li> <li>-Pajamarama Day</li> <li>-Uses and understands vocabulary</li> </ul> | <ul style="list-style-type: none"> <li>-Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions.</li> <li>-Make predictions</li> <li>-Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</li> <li>-Reads aloud simple sentences</li> </ul> |
| <p><b>Daily Reading Opportunities –</b></p> <p>Reading area (books linked to children’s interests, books the children read in Nursery, topic books, non-fiction books linked to topic)</p> <p>Shared reading (ORT big book), dedicated poem/rhyming song time, reading for pleasure daily story time, VIPERS linked to class text</p>   |   |   |  |  |   |  |
| <b>Phonics</b>  | <b>Phase 1</b>  | <b>Phase 2</b><br>Set 1<br>(s a t p)<br>Set 2<br>(i n m d)<br>Set 3<br>(g o c k)  | <b>Phase 2</b><br>Set 4<br>(ck e u r)<br>Set 5<br>(h b f ff l ll ss)   | <b>Phase 3</b><br>Set 6<br>(j v w x)<br>Set 7<br>(y z zz qu)<br>Set 8<br>(ch sh th ng)   | <b>Phase 3</b><br>Set 9<br>(ai ee igh oa oo)  | <b>Phase 3</b><br>Set 10<br>(ar or ur ow oi)<br>Set 11<br>(ear air ure er)   |

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|---|---|--|--|--|---|--|
| <p><b><u>Literacy</u></b></p> <p><b>Writing</b><br/><b>ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> | <p>It is crucial for children to develop a <b>life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b>. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy recognition of familiar printed words</b>. Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p> |  |  |  |   |  |
|   | <p><b>Texts as stimulus:</b><br/>The Family Book</p> <p>-Name writing<br/>-Draw and label a picture of my family/a pet I would like</p> <p><i>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists (role play corner)</i></p>   | <p><b>Texts as stimulus:</b><br/>Whatever Next</p> <p>-Writing initial sounds and simple captions.<br/>-story re-tell<br/>-facts about space<br/>-recount of our trip to Cannock chase</p> <p><i>Name writing, labelling using initial sounds, story scribing.</i></p> <p><i>Sequence stories using pictures</i></p> | <p><b>Texts as stimulus:</b><br/>Traditional tales (Little Red Riding Hood, Hansel and Gretel)</p> <p>-Sequence stories<br/>-Story maps<br/>-Story re-tells<br/>-Character descriptions (The Gruffalo)<br/>-Instructions (linked to making Gingerbread Men)<br/>-Lists</p> <p><i>Creating own story maps, writing captions and labels, writing simple sentences.</i></p> | <p><b>Texts as stimulus:</b><br/>The Very Hungry Caterpillar</p> <p>-Story re-tell<br/>-Instructions (linked to planting)<br/>- writing a recount of our pond dipping</p> <p><i>Labels and captions – life cycle.</i></p> <p><i>Beginning to use finger spaces. Form lower-case and capital letters correctly.</i></p> | <p><b>Texts as stimulus:</b><br/>Handa’s Surprise<br/>What the Ladybird Heard</p> <p>-Story re-tell<br/>-Facts about animals<br/>-draw and label a map of the farm<br/>-simple prediction</p> <p><i>Beginning to use full stops, capital letters and finger spaces.</i></p> | <p><b>Texts as stimulus:</b><br/>The Three Little Pigs<br/>The Rainbow Fish</p> <p>-Postcard from the beach<br/>- story re-tell The Rainbow Fish and The Three Little Pigs<br/>-draw and label a map of our local area</p> <p><i>Story writing, writing sentences using a range of tricky words that are spelt correctly. Innovation of familiar texts. Using familiar texts as a model for writing own stories.</i></p> <p><i>Write three sentences – B, M &amp; E.</i></p> |
| <p><b><u>Phonics</u></b></p>  | <p><b><u>Phase 1</u></b></p>  | <p><b><u>Phase 2</u></b><br/>Set 1<br/>(s a t p)<br/>Set 2<br/>(i n m d)<br/>Set 3<br/>(g o c k)</p>   | <p><b><u>Phase 2</u></b><br/>Set 4<br/>(ck e u r)<br/>Set 5<br/>(h b f ff l ll ss)</p>   | <p><b><u>Phase 3</u></b><br/>Set 6<br/>(j v w x)<br/>Set 7<br/>(y z zz qu)<br/>Set 8<br/>(ch sh th ng)</p>   | <p><b><u>Phase 3</u></b><br/>Set 9<br/>(ai ee igh oa oo)</p>  | <p><b><u>Phase 3</u></b><br/>Set 10<br/>(ar or ur ow oi)<br/>Set 11<br/>(ear air ure er)</p>   |

|  | <b><u>Autumn 1</u></b>   | <b><u>Autumn 2</u></b>   | <b><u>Spring 1</u></b>   | <b><u>Spring 2</u></b>   | <b><u>Summer 1</u></b>   | <b><u>Summer 2</u></b>   |
|--|--|--|--|--|--|--|
| <p><b><u>Mathematics</u></b></p> <p><b>ELG Number:</b></p> <ul style="list-style-type: none"> <li>- Have a deep understanding of numbers to 10 including the composition of each number</li> <li>- Subitise up to 5</li> <li>- Automatically recall number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts</li> </ul> <p><b>ELG: Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>- Verbally count beyond 20, recognizing the pattern of the counting system</li> <li>- Compare quantities up to 10</li> <li>- Explore and represents patterns within numbers to 10 including evens and odds, doubles facts and how quantities can be distributed equally</li> </ul> | <p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p> |  |  |  |  |  |
|  | <p><b>Early Mathematical Experiences</b></p> <ul style="list-style-type: none"> <li>- Counting rhymes and songs</li> <li>- Matching and sorting</li> <li>- Representing and comparing 1, 2, 3 (subitise to 3)</li> <li>- Composition of 1, 2, 3</li> <li>- Comparing objects and sets.</li> <li>- 2D Shapes – circles and triangles</li> <li>- Pattern - recognise, describe, copy and extend colour and size patterns</li> </ul>  | <p><b>Number</b></p> <ul style="list-style-type: none"> <li>- Numbers 4 and 5</li> <li>- Composition of 4 and 5</li> <li>- One more/one fewer</li> <li>- Ordering 1-5</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>- Shapes with 4 sides</li> <li>- Day/Night – ordering events</li> <li>- Positional Language</li> </ul> | <p><b>Number</b></p> <ul style="list-style-type: none"> <li>- Comparing numbers to 5</li> <li>- Subitise to 5</li> </ul> <p>Numbers 6, 7, 8 – representing, composition, one more/one fewer</p> <p>Adding by combining two groups</p> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>- Compare and order length and height</li> </ul> | <p><b>Number</b></p> <p>Numbers 9 and 10 – representing, composition, one more/one fewer</p> <ul style="list-style-type: none"> <li>- Comparing numbers within 10</li> <li>- Bonds to 10</li> </ul> <p><b>Addition and subtraction within 10</b></p> <p>Explore addition as counting on and subtraction as taking away</p> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>- Describe capacities</li> <li>- Compare weights</li> </ul> | <p><b>Number</b></p> <ul style="list-style-type: none"> <li>-Numbers within 20</li> <li>- Count up to 20 objects</li> <li>-Represent, order and explore numbers to 20 -One more or fewer</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>-Describe, and sort 2-D &amp; 3-D shapes</li> </ul> | <p><b>Number</b></p> <ul style="list-style-type: none"> <li>-Consolidate numbers to 20</li> <li>-Odd and even</li> </ul> <p><b>Grouping and sharing</b></p> <ul style="list-style-type: none"> <li>-Counting and sharing in equal groups</li> <li>-Relationship between grouping and sharing</li> </ul> <p><b>Doubling and halving</b></p> <p>Doubling and halving &amp; the relationship between them</p> |
| <p><b><u>Mathematical Rhymes/Stories</u></b></p>   | <p>The Button Box<br/>1, 2, 3 At the Zoo<br/>One Bear at bedtime</p>   | <p>Rosie's Walk<br/>We're going on a bear hunt<br/>Kipper's Birthday<br/>Night Monkey Day<br/>Monkey<br/>Number rhymes e.g. 5 little speckled frogs, 5 little monkeys</p>  | <p>Six Dinner Sid<br/>Kipper's Toybox<br/>Noah's Ark<br/>Jack and the Beanstalk (height)<br/>Anno's Counting book</p>  | <p>Ten in the bed<br/>'10 little..' series<br/>Feast of 10 Cockatoos<br/>10 Green Bottles</p>  | <p>One is a snail, Ten is a crab<br/>One moose, twenty mice</p>  | <p>Alison Hubble<br/>Double Dave<br/>One odd day</p>   |



|   | <b>Autumn 1</b><br><b>All about me</b>  | <b>Autumn 2</b><br><b>The Dark</b>  | <b>Spring 1</b><br><b>Down in the Woods</b>  | <b>Spring 2</b><br><b>Come outside</b>   | <b>Summer 1</b><br><b>Amazing animals</b>   | <b>Summer 2</b><br><b>A ticket to ride</b>   |
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| <p><b><u>Understanding the World</u></b></p> <p><b>ELG: Past and Present</b></p> <p><b>ELG: ELG: People, Culture and Communities</b></p> <p><b>ELG: The World</b></p> | <p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p> |   |  |  |   |  |
|   | <p>Talk about members of their immediate family and community.</p> <p>Introduce children to different occupations and people who help us in our community.</p> <p>Discuss family celebrations and similarities and differences between families</p> <p>Name the parts of the body and our five senses</p> <p>How have we changed over time</p> <p>Seasonal changes – signs of Autumn</p>  | <p>Bonfire night – how do we celebrate with our families?</p> <p>Festival of Diwali – how do Hindu’s celebrate?</p> <p>Nocturnal animals</p> <p>Space – naming the planets</p> <p>How do Christian’s celebrate Christmas? Share the Nativity story. How is Christmas celebrated around the world?</p> | <p>Use bee-bots on simple maps. Encourage the children to use navigational language.</p> <p>Seasonal changes – winter</p> <p>Explore ice melting</p> <p>Baking Gingerbread men – exploring changes</p> <p>Exploring floating and sinking</p> | <p>Life cycles – plant, butterfly and frog</p> <p>Pond dipping</p> <p>Planting seeds and observing changes over time</p> <p>What do plants need to grow?</p> <p>Healthy food and identifying where our food comes from.</p> <p>Naming/sorting and comparing minibeasts looking at their habitats</p> <p>Seasonal changes – signs of Spring</p> <p>Introduce the children to recycling and how it can take care of our world.</p> | <p>Use Handa’s Surprise to explore a different country – compare and contrast</p> <p>Locate Kenya on the world map</p> <p>Draw and labels maps of a farm</p> <p>Describe and comment on different animals based on observations</p> | <p>Look at maps of the UK and name the four countries. Locate S-O-T. Identify land and sea.</p> <p>Look at features of a beach environment.</p> <p>Look how transport has changed over time. Encourage the children to make simple comparisons.</p> <p>Local area walk – features of our local environment</p> <p>Look at our houses and homes and draw comparisons</p> <p>Maps of local area Comparing places on Google Earth – how are they similar/different?</p> |

|   | <b><u>Autumn 1</u></b><br><b>All about me</b>   | <b><u>Autumn 2</u></b><br><b>The Dark</b>   | <b><u>Spring 1</u></b><br><b>Down in the Woods</b>   | <b><u>Spring 2</u></b><br><b>Come outside</b>  | <b><u>Summer 1</u></b><br><b>Amazing animals</b>   | <b><u>Summer 2</u></b><br><b>A ticket to ride</b>  |
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| <p><b><u>Expressive Arts and Design</u></b></p> <p><b>ELG: Creating with Materials</b></p> <p>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>- Share their creations, explaining the process they have used;</p> <p>- Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b></p> <p>- Invent, adapt and recount narratives and stories with peers and their teacher;</p> <p>- Sing a range of well-known nursery rhymes and songs;</p> <p>- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> | <p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p> |   |  |  |  |  |
|   | <p>Joins in with songs and rhymes</p> <p>Exploring colour mixing linked to The Colour Monster</p> <p>Self Portraits – draw and paint</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms (linked to feelings)</p> <p>Sensory collages – exploring different textures</p> <p>Junk modelling - Teach children different techniques for joining materials</p> <p>Leaf printing (Autumn)</p>   | <p>Shadow puppets</p> <p>Make rockets/spaceships linked to space (teach children to join using split pins)</p> <p>Firework art</p> <p>Diva lamps linked to Diwali</p> <p>Van Gogh – Starry Night</p> <p>Make lanterns</p> | <p>Act out traditional stories using props, role play masks, small world wooden characters</p> <p>3D story maps</p> <p>Painting story characters</p> <p>Listen to music and make their own dances in response.</p> | <p>Paint the Very Hungry Caterpillar in the Style of Eric Carle</p> <p>Paint symmetrical butterflies</p> <p>Observational drawings of plants using various media e.g. pastels</p> <p>Printing using fruit and vegetables</p> <p>Andy Goldsworthy art – making pictures using natural materials</p> | <p>Learn a traditional African song and dance (Handa’s surprise) and perform it / Encourage children to create their own music.</p> <p>Look at African patterns and African masks</p> <p>African sunset pictures with silhouettes</p> <p>Build enclosures for animals</p> <p>Creating representations of different animals</p> | <p>Use different textures and materials to make houses for the Three Little Pigs</p> <p>Build houses using construction equipment.</p> <p>Junk modelling - transport</p> <p>Art in the style of Emma Bridgewater</p> |

## Early Learning Goals – Prime Areas

| Communication and Language  | Personal, social, emotional development   | Physical Development   |
|---|---|--|
| <p><b>ELG: Listening, Attention and Understanding</b><br/>                     Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions<br/>                     Make comments about what they have heard and ask questions to clarify their understanding<br/>                     Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p style="text-align: center;"><b>ELG: Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.<br/>                     Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.<br/>                     Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> | <p style="text-align: center;"><b>ELG: Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.<br/>                     Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.<br/>                     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.</p> <p style="text-align: center;"><b>ELG: Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.<br/>                     Explain the reasons for rules, know right from wrong and try to behave accordingly.<br/>                     Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p style="text-align: center;"><b>ELG: Building Relationships</b></p> <p>Work and play cooperatively and take turns with others.<br/>                     Form positive attachments to adults and friendships with peers;<br/>                     Show sensitivity to their own and to others' needs.</p> | <p style="text-align: center;"><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p style="text-align: center;">Demonstrate strength, balance and coordination when playing.</p> <p style="text-align: center;">Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p style="text-align: center;"><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p style="text-align: center;">Begin to show accuracy and care when drawing.</p> |

## Early Learning Goals – Specific Areas

| Literacy   | Maths  | Understanding the World   | Expressive arts and design  |
|--|--|---|---|
| <p><b>ELG: Comprehension</b><br/>                     Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.<br/>                     Anticipate – where appropriate – key events in stories.<br/>                     Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b><br/>                     Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b><br/>                     Write recognisable letters, most of which are correctly formed.<br/>                     Spell words by identifying sounds in them and representing the sounds with a letter or letters.<br/>                     Write simple phrases and sentences that can be read by others.</p> | <p><b>ELG: Number</b><br/>                     Have a deep understanding of number to 10, including the composition of each number;<br/>                     Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>ELG: Numerical Patterns</b><br/>                     Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> | <p><b>ELG: Past and Present</b><br/>                     Talk about the lives of the people around them and their roles in society.<br/>                     Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.<br/>                     Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b><br/>                     Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.<br/>                     Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.<br/>                     Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>ELG: The Natural World</b><br/>                     Explore the natural world around them, making observations and drawing pictures of animals and plants.<br/>                     Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.<br/>                     Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | <p><b>ELG: Creating with Materials</b><br/>                     Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br/>                     Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b><br/>                     Invent, adapt and recount narratives and stories with peers and their teacher.<br/>                     Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> |