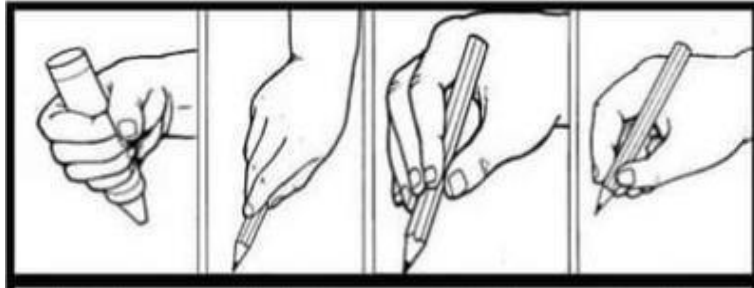
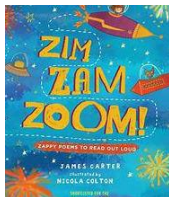
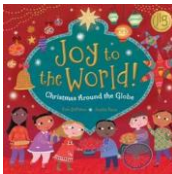
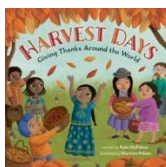
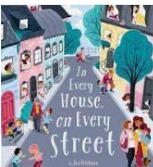
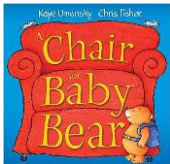
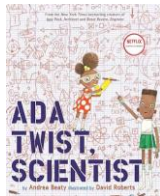
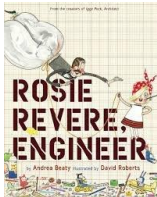
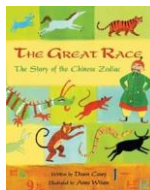
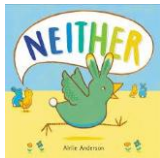
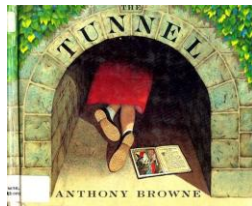
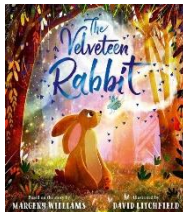
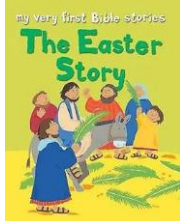
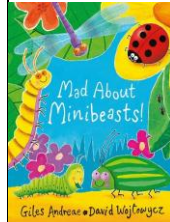
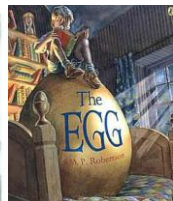
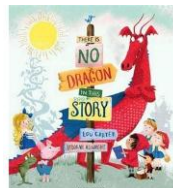
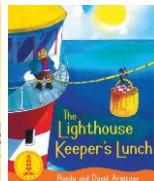
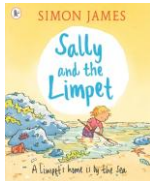
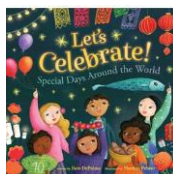


Long Term Plan EYFS 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2																																																																																																	
Key Questions	- What grows in our local area? - What grows in a desert? - How has my local area changed over time? - Being special - Where do we belong? - How am I special?	- What is my playground like? - How do I stay healthy? - Why do Christians perform Nativity plays at Christmas? - How can I mark make and print? Who is Paul Klee?	- What can we observe in the world around us? - How can we keep safe? - Which stories are special and why? - How has transport changed over time? - What are the signs of the seasons?	- What are hot countries like? - Why do Christians put a cross on their Easter garden? - Which people can help us and how? - What lights and colours can I observe? (Mondrian)	- Where do minibeasts live? - Why are castles important? - Which places are special and why? - How can I get involved in the community?	- What is it like to be beside the seaside? - How can I use materials to create an under the sea collage? - Why is the word God so important? - How am I growing and changing?																																																																																																	
Oracy – 4 areas (from Voice 21) Physical Cognitive Linguistic Social and Emotional	Speak audibly so they can be heard and understood by a talk partner. Express needs clearly to a familiar adult or peer.	To maintain eye contact with a friend or familiar adult. Look at the speaker. Ask a relevant question about a story.	Describe an experienced event to a partner including 'and' to elaborate. Speak audibly so they can be heard and understood in a trio. State their point of view simply to a larger group (up to 5).	Use gestures to support meaning. Ask relevant questions. Use new, focused vocabulary accurately in conversation. Take turns in games and speaking.	Speak audibly so they can be heard and understood by the class. Use 'because', 'then' 'but' when explaining their plan and outcomes.	Explain how or why something happened using 'because' or 'so'. Use 'if' and 'might' to explain how they could improve their work next time.																																																																																																	
Phonics Little Wandle	<table><tr><th>Reception - Autumn 1</th><th>Phase 2 graphemes</th><th>New tricky words</th></tr><tr><td>Week 1</td><td>s a t p</td><td></td></tr><tr><td>Week 2</td><td>i n m d</td><td></td></tr><tr><td>Week 3</td><td>g o c k</td><td>is</td></tr><tr><td>Week 4</td><td>ck e u r</td><td>I</td></tr><tr><td>Week 5</td><td>h b f l</td><td>the</td></tr></table> <table><tr><th>Reception - Autumn 2</th><th>Phase 2 graphemes</th><th>New tricky words</th></tr><tr><td>Week 1</td><td>ff ll ss j</td><td>put pull full as</td></tr><tr><td>Week 2</td><td>v w x y</td><td>and has his her</td></tr><tr><td>Week 3</td><td>z zz qu ch (words with s added at the end - hats)</td><td>go no to into</td></tr><tr><td>Week 4</td><td>sh th ng nk</td><td>she push he of</td></tr><tr><td>Week 5</td><td>words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags)</td><td>we be me</td></tr></table>	Reception - Autumn 1	Phase 2 graphemes	New tricky words	Week 1	s a t p		Week 2	i n m d		Week 3	g o c k	is	Week 4	ck e u r	I	Week 5	h b f l	the	Reception - 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Communication and Language		The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added , practitioners will build children's language effectively. Reading frequently to children , and engaging them actively in stories , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts , will give children the opportunity to thrive. Through conversation, story-telling and role play , where children share their ideas with support and modelling from the teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures .					
Whole EYFS Focus - C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions and NELI. Throughout the year children will: Learn to speak with confidence during circle/carpet times Learn to listen and respond appropriately with relevant comments, questions or actions Use appropriate story language to re-enact/re-tell simple and familiar stories Learn new vocabulary relating to topics.	Listening, Attention and Understanding	Welcome to Reception Talk about experiences familiar to them Show an interest in other people's lives Begin to follow instructions Learn new routines Model talk routines through the day e.g. Good morning how are you? Talk about and share celebrations familiar to the children Share likes and dislikes Talk about how our families and homes are similar/different	Develop key vocabulary through provision, routines and carefully selected stories Listen and respond to stories; with a focus around sequencing, prediction (through 1:1 and whole class story sessions) Talk about and share celebrations familiar to the children, taking part in discussions whilst remember the importance to listen carefully Describe events (Diwali, Bonfire Night etc) using stories and personal experiences Listen to and engage in and talk about non-fiction texts	Continue to develop key vocabulary through provision, routines and carefully selected stories Develop and promote the ability to ask how and why questions Listen and respond to stories; encouraging children to join in with repeated refrains Talk about experiences using sentence stems to develop sentence structure Listen to and talk about the past using stories, images and videos to promote an understanding Observe and discuss the changes we see taking place. Create a timeline and share ideas	Continue to and embed key vocabulary through provision, routines and carefully selected stories Continue to learn, embed and recite rhyme using Poetry Journals Develop children's story language further Talk about similarities and differences from the past using conjunctions 'because' and 'so' to encourage children to further explain their thoughts Form and discuss opinions which might be different to others, whilst learning how to tolerate this	Continue to and embed key vocabulary through provision, routines and carefully selected stories Observe and discuss different habitats using sentence stems and structures to articulate their understanding Ask questions based on what they hear and see Talk about similarities and differences of contrasting environments Articulate a life cycle they have seen	Continue to and embed key vocabulary through provision, routines and carefully selected stories Talk about experiences they've had this year Share feelings of what they anticipate for Year 1 Listen to each other's feelings about transition, respond appropriately and kindly to each other Ask and answer questions about changes they are encountering and observe around them Observe and discuss changes they can see from baby photos
	Speaking						

Personal, Social and Emotional Throughout the year children are also taught how to keep themselves safe whilst using technology. This is delivered through discrete teaching opportunities e.g. Online Safety Week but also through daily routines such as learning that teachers send and receive emails, using the walkie talkies to keep us safe and through child led conversation.	Building Relationships Self-Regulation Managing Self	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
		Welcome to Reception Begin to establish relationships with adults and peers Learning and follow new routines Communicate with adults and peers how they feel Take responsibility for themselves: tidying up, going to the toilet, putting on their coat Introduce class/ school expectations for STAR and CHAMPS behaviour. Help children to use strategies for staying calm when frustrated e.g. My Happy Mind - happy breathing	Take part in new experiences; Discuss strategies to manage fear or excitement Continue to develop and embed new routines and relationships formed in Autumn 1 Take responsibility for their own actions Talk about self-help techniques Develop friendships and teach children how to be supportive and respectful of one another Provide children with opportunities to talk about how they have overcome challenges online	Develop emotional literacy Develop vocabulary to describe emotions Talk about how to keep ourselves healthy Children share photos of their routines at home Continue to support children's changing relationships and dynamics within friendships Discuss why we need to take turns, tidy up after ourselves whilst embedding new routines Learn ways to stay safe using technology using Techosaurus. Talk about ways to keep our body healthy.	Continuing to support children's changing relationships and dynamics within friendships Consider how our behaviour effects the way our friends feel and how this can impact our friendships Develop an awareness of wider school life and how we can build relationships with others;	Discuss ways to manage fear or excitement Consider what in this world we need to care for and how we can look after our planet	Share ideas to manage fear, excitements and other emotions Winning and/or losing; support children to manage their emotions Show resilience and perseverance if things don't go their way Transition in to year 1; support children to understand how they feel about this experience Maintaining and extending relationships with new adults

Physical Development Children will take part in Physical Educational sessions delivered by an external coach each week.	Fine Motor Skills Gross Motor Skills	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. A multitude of activities supporting both fine and gross motor development will be planned for in both indoor and outdoor provision, on a daily basis. These will include; cutting, weaving, mark making, painting, stamping, moulding, threading, tracing. Skill progression will differ depending on the child's individual stage of development. Fine motor skills also include dressing, eating and hygiene. Children will be taught and encouraged to faster their own buttons, laces and zips. There will be multiple opportunities to run, climb, jump, build, throw and catch whilst exploring a variety of ways to move. Outside, children will be able to assess and manage risk as they climb, balance and move in different ways through a variety of obstacles. Children will be provided with resources so they can practise skills they have learnt during PE lessons too. Activities will be both child initiated and adult directed. Other interventions, such as Dough Disco, will be planned and delivered whilst children's pencil grip will be monitored and supported throughout, at their own appropriate level. Throughout the year children will be provided with multiple opportunities which will strengthen some of the key stages of physical development. These are not confined to certain points in the year but are in line with the children's next steps.				
		Shoulder Pivot Children will learn to support reach, grasp and walk using muscles in their pelvis, back, shoulders, arms and neck. Painting with mops, digging, painting in big spaces, sweeping, pushing large objects, scooter play.	Elbow Pivot Children will be able to use movement further down their arm. Chalking on the floor, water and sand play, hammering objects, creating large patterns, climbing and pulling, ribbon twirling and writing in the air.	Wrist Pivot Now that arm muscles and the sense of balance has developed smaller ranges of movement can begin. Threading, sewing, lacing pictures, water and sand play	Fine Motor Strength Children need to develop their fine motor skills. This means muscles in their hands can strengthen. Washing lines and pegs, dressing and undressing toys and their clothes, using cutlery, peg boards, malleable materials, tweezers.	Pencil Grip Development According to their stage of development, children will progress through stages of pencil grip. It's important the children have been able to develop their pivots and fine motor skills. Doing so will allow them to grip a pencil efficiently. 
Literacy Possible Texts	Comprehension Texts are carefully planned out to ensure a wide expose to different genres and authors. A love for reading is promoted through daily story times and reading throughout the day. Reading is shared with parents/carers through Tapestry, Mystery Readers and other workshops.					

Writing Opportunities	Writing	The opportunities below are delivered through small group focus work. Opportunities for writing are also set up in provision, inside and outside, linking to children's interest and themes personal to the children's' needs. Children will be supported to develop a tripod grip, apply skills they have been taught with independence and, above all, be encouraged to develop a confidence towards mark making and writing activities. Writing opportunities are pitched appropriately for children of different abilities, ensuring challenge whilst allowing children to achieve their own successes.					
		Story mapping Orally retelling and emergent writing focused on traditional tales Speech bubble phrases Draw and label a family picture. Draw and label a self portrait Create and label a map of their school grounds	Story mapping with shared writing Non-fiction facts Rhyming phrases Christmas story	Caption writing Share writing and mapping of the story Non-fiction captions to describe transport Instructions and facts about keeping safe	Sentence and caption writing Sentence writing Captions and instructions Non-fiction sentences about their weather observations Sentences about their families and special times	Non-fiction linked to minibests and castles Recount linked to the life cycle of a butterfly Story writing	Non-fiction linked to changes in their life Sentence writing linked to the seaside, seasons and ideas around Transitions they're experiencing from Reception to Year 1
	Skills Focus	Talking and describing the marks made Drawing a map Writing lists and labels (emergent writing)	Developing letter formation Writing lists Orally rehearse sentences Beginning to use adjectives Writing in phrases (shared)	Write recognisable letters which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters Beginning to write in sentences Writing facts (shared writing) Using repeated refrains Write phrases and sentences that can be read by others	Write phrases and sentences that can be read by others Using story vocabulary Using verbs in writing Refining sentences Begin to use capital letters and full stops	Writing facts Include time openers Develop the use of capital letters and full stops	Develop stamina in writing Write multiple sentences Develop the use of capital letters and full stops

Reception Long Term Maths Plan Autumn Term

Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk6 & Wk7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14
Number: Place Value: counting and ordering numbers 1-5			Matching, sorting and comparing groups Same/different, equal, more, less, greater, fewer		Making patterns Copy, continue and created repeating patterns	Number: Addition - Sorting into groups Introduce part/whole model practically		Subitising 1,2,3,4,5	Number: Addition One more within 5		Number: Subtraction One less within 5 (inc 0)	
<u>NUMBER</u> Children should have a deep understanding of the numbers 1-5 including the composition of numbers 1-5 and be able to represent the composition using a part whole model. Children can subitise numbers to 5. Children are beginning to automatically recall number bonds to 5. E.g. 4 buttons – I can see a group of 2 and another group of 2					<u>NUMERICAL PATTERNS</u> Children should be able to count to 10 independently, understanding the pattern of the counting system is always adding one more. Children should be able to count one to one correspondence to 5 and know the last number is the final total. Children should revisit 'all gone' and see the connection to zero. Children should be able to compare two groups using more than, less than and then same/ equal				<u>WIDER MATHS</u> Children should be able to use the language of capacity, size and mass e.g. big, little, large, small, tall, short. Children should be able to make a simple repeating pattern with at least 3 units and spot mistakes within a pattern. Children should recognise and describe some simple 2D shapes e.g. circle, triangle and square. Children should be able to use the language of time of day e.g. day, night, morning, afternoon, before, after, day, tomorrow			

Reception Long Term Maths Plan Spring Term

Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12
Addition and Subtraction: Number to 5: introducing zero		Addition and Subtraction: Number bonds to 5		Place value: Numbers to 10: Counting 6, 7, 8	Place value: Numbers to 10: Counting 9 and 10	Addition and Subtraction: Addition to 10: combining two groups to find the whole		Addition and Subtraction: Addition to 10 Number bonds to 10- ten frame		Addition and Subtraction: Addition to 10 Number bonds to 10- part- whole mode	
NUMBER Children should have a deep understanding of the majority of the numbers 1-8 and using resources be able to represent the composition of numbers using a part whole model. Children can order some numbers applying their number knowledge. Children can confidently subitise a small number of objects and use familiar concept images e.g. tens frame, fingers etc. Children are beginning to automatically recall number bonds to 5.				NUMERICAL PATTERNS Children should be able to verbally count to 20, understanding the pattern of the counting system is always adding one more and understanding that when you count backwards it is one less. Children should be able to count one to one correspondence to 10 in different contexts and compare two quantities using the language of more/ greater or fewer than and same/ equal.				WIDER MATHS Children will be able to use the language of weight to make comparisons and identify the heaviest and lightest. Children can make pairs of objects and measure using non-standard units. Children can explore and manipulate 3D shapes. Children should be able to use the language of time of day e.g. day, night, morning, afternoon, before, after, day, tomorrow			

Reception Long Term Maths Plan

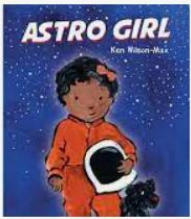
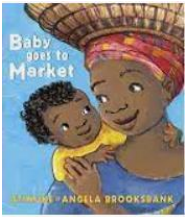
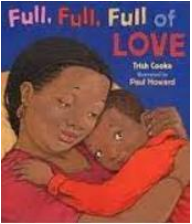
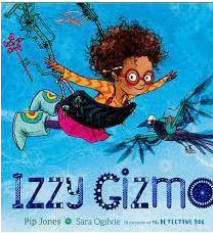
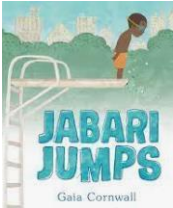
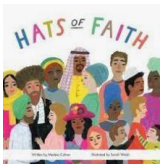
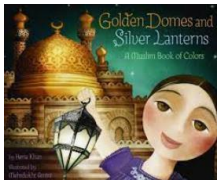
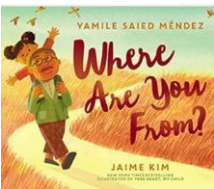
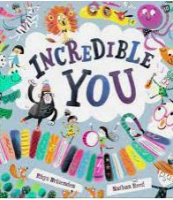
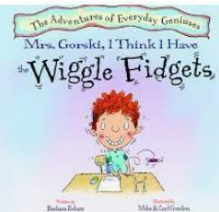
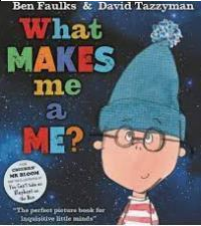
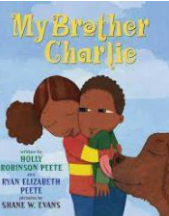
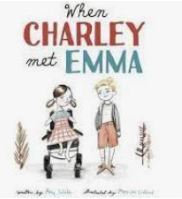
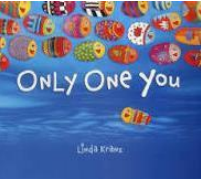
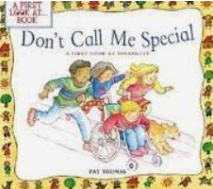
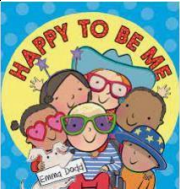
Summer Term

<u>Wk</u> 1	<u>Wk</u> 2	<u>Wk</u> 3	<u>Wk</u> 4	<u>Wk</u> 5	<u>Wk</u> 6	<u>Wk</u> 7	<u>Wk</u> 8	<u>Wk</u> 9	<u>Wk</u> 10	<u>Wk</u> 11	<u>Wk</u> 12	<u>Wk</u> 13	<u>Wk</u> 14
Place value: Numbers to 10: Comparing groups up to 10	Number and Place value: Numbers to 20 Counting to 20	Numerical patterns Halving and sharing/ doubling		Number: Addition and Subtraction Adding by counting on		Number: Addition and Subtraction Taking away by counting back		Numerical patterns: odds and evens (link to spatial reasoning)		Number and Place value: Counting and comparing amounts within 20 (link to measure)		Geometry: Exploring patterns simple / complex patterns (consolidate 2d and 3D shapes)	
<u>NUMBER</u> Children should have a deep understanding of the majority of the numbers 1-10 and using resources be able to represent the composition of numbers using a part whole model and tens frame. Children can order some numbers, including sequences and apply their number knowledge. Children can confidently subitise to 5 and use familiar concept images e.g. tens frame, fingers etc. Children are able to automatically recall number bonds to 5. Children are aware of how groups change by adding and taking objects away.				<u>NUMERICAL PATTERNS</u> Children should be able to verbally count to 20, understanding the pattern of the counting system is always adding one more and understanding that when you count backwards it is one less. Children should be able to count one to one correspondence to 20 in different contexts and compare two quantities using the language of more/ greater or fewer than and same/ equal. Children understand the ordinal number system.				<u>WIDER MATHS</u> Children can explore and manipulate 2D and 3D shapes. Children can explore combining and separating as well as fitting shapes together and breaking shapes apart. Children will be able to use the language of weight to make comparisons and identify the heaviest and lightest. Children can make pairs of objects and measure using non-standard units. Children should be able to use the language of time of day e.g. day, night, morning, afternoon, before, after, day, tomorrow					

Understanding the World	Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.						
	People, Culture & Communities	Identify and name members of their immediate and extended family, commenting on photos; naming who they can see and what relation they are to them.	Discuss celebrations e.g. Bonfire Night, Diwali and Christmas. Look at photographs on Tapestry to allow children to share celebrations from their life	Discuss certain celebrations e.g. Chinese New Year . Continue to recognise that the world is made up of different countries	Identify and talk about our environment and the changes that Spring presents. Discuss and describe Easter.	Celebrate Eid and share children's experiences, learning more about this festival using books, videos and photographs sent in by parents/carers.	Explore and comment on similarities and differences the seaside and where we live.
	The Natural World	Share what they do with their family and places they have been with their family. Compare similarities and differences between other families. Name and describe other people who are familiar to them and in our community.	Use a map whilst comparing how different people celebrate Christmas around the world. Recognise the similarities and differences in ways people celebrate. React to seasonal/weather changes e.g. snow, ice.	Explore and talk about how a child's life might be different/the same. Consider how transport has changed over the years. Identify similarities/ differences of transport from the past using photographs and videos. Study, explore and handle artefacts. Comment on what they can see and compare to a similar object from today. Encourage children to describe and comment on changes in the environment	Observe and draw pictures to document what they've seen. Talk about what they can see, hear and feel during the changes. Children to explore multiple experiences and a range of processes first hand. Investigate and explore different materials and using magnets around the classroom	Observe seasonal changes and minibeast habitats, after close observation, draw pictures of the natural world, including animals and plants. Talk about what a minibeast needs to thrive. Comment on changes during a butterfly/ frog lifecycle	Talk about differences and similarities of them and now using photographs. Consider how their likes/dislikes changed as well as physical appearance.
	Past and Present	Read fictional stories about families and begin to understand the difference between fact and fiction. Recognise that people can have other beliefs and celebrate special times. Talk about aspects of their familiar world such as where they live and their school setting. Navigate our classroom and outdoor areas. Create maps to show their journey to school and local landmarks. Learn about important figures from our past Discuss celebrations we do/do not all celebrate and how people do this Identify important people in our community and discuss different occupations.	Explore 'Being healthy' How can we keep ourselves healthy and safe?	Notice seasonal/weather changes e.g. snow, ice, bulbs growing etc Learn vocabulary to describe contrasting environments e.g. cold and hot	To observe and discuss the changes which take place during baking	To compare and contrast different habitats using fiction and non-fiction texts alongside video clips. Talk about how these environments compares to theirs. Identify the features of animals through observation and conversation. Use maps to develop awareness of their place in this world. Observe, identify and discuss habitats. Use real caterpillars/tadpole/ habitats, images, video clips, shared texts and other resources to bring the wider world into the classroom.	Talk about life events too; moving house or going on holiday. Look at photographs of older family members and staff. Talk about change over a period of time. Respond to what they hear and see in the natural world. Encourage links to what they hear, smell and see in the natural world. Listen to the children's conversations around change and transition and support them in their feelings and thoughts.

Expressive Arts and Design This area of learning is promoted daily through a variation of activities, including painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.	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. 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.						
	Creating with Materials	Drawing: Identify features of themselves and when drawing a self-portrait (enclosing lines): do they draw definite features?	Drawing: Observational drawings of autumnal objects exploring tones and shades	Drawing: Identify features of themselves and others when drawing a portrait	Drawing: Observational drawings	Drawing: Observational drawings of spring plants/ castles adding specific details and tones of colour	Drawing: Complete a self-portrait and compare to the start of the year.
		Painting: use readily available resources to reach a desired outcome Explore colour mixing and mixing materials	Printing: print using various tools to create a new shape. Begin to mix own colours commenting on the change Paul Klee	Painting: use different paint techniques effectively, learning how to use them, commenting on the different outcomes	Painting: mix colours with intent, talking about primary colours, to reach a desired colour. Mondrian	Painting: explore, recognise, create patterns linked to castles	Painting: Recreate art work using collage and watercolours to represent the seaside
		Sculpture: learn and embed beginning Dough Disco techniques	Sculpture: chose certain tools depending on their function to add detail e.g. imprints and impressions	Sculpture: Learn about, discuss and interpret different techniques	Sculpture: chose certain tools depending on their function to add detail e.g. imprints and impressions	Sculpture: use clay to recreate part of plants and flowers Evaluate approach and amend as necessary though the process	Sculpture: chose certain tools depending on their function to add detail e.g. imprints and impressions
		Collage: Create mixed media self portraits	Collage: Create mixed media work inspired by Paul Klee	Collage: Discuss colour and tone linked to contrasting environments and create 'Hot and Cold' collages.	Collage: Create mixed media work inspired by Mondrian	Collage: Create art work using collage and mix medias to represent the different stages of a butterflies lifecycle	Collage: Create art work using collage and mix medias to reflect the seaside
		Construction: Build models using large construction equipment.	Construction: Use smaller junk modelling materials to construct	Construction Use smaller junk modelling materials to construct - linked to vehicles	Construction: use resources, levers and pulleys to create an object which can move. Talk about what went well and what didn't	Construction: Design, discuss and construct habitats using small and large construction and art tools.	Construction: : use resources, levers and pulleys to create an object which can move. Talk about what went well and what didn't
	Rehearse nursery rhymes and poems taught in new poems through Poetry Journals						

	Being Imaginative & Expressive	Join in with songs and music they recognise and begin to move to music they don't. Develop storylines in their pretend play. Sing call-and-response songs, so that children can echo phrases of songs you sing. Create sound patterns using body movements. Perform Poetry Journal poems as whole class.	Perform and develop storylines to act out in small world play. Learn songs and sing in a group from memory, and perform Nativity. Listen to music and sounds of Bonfire Night. Discuss changes within the music. Talk about how these sounds make us feel and want to move. Use instruments to accompany a beat whilst listening to contrasting music. Perform Poetry Journal poems as whole class.	Listen and respond to music which links to the ways transport moves e.g. fast paced music or slow, low music. Discuss changes within the music. Play music during Dough Disco and times where children can move freely and for fun. Discuss changes within the music. Discuss how facial expressions and body language help us to communicate/understand feelings. Perform Poetry Journal poems in smaller groups.	Explore different movements to different sounds. Extend role play providing children with costumes and other props and model using these in play. Perform Poetry Journal poems in smaller groups.	Model using the new instruments and stage outside to create their own music and performances. Perform Poetry Journal poems in smaller groups and for some, solo.	Perform Poetry Journal poems in smaller groups and for some, solo. Act out different familiar traditional tales using the puppets Create their own versions of traditional and fairy tales. (Seaside puppet shows)

British Values		<i>Democracy</i> We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	<i>Rule of Law</i> We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	<i>Mutual Respect</i> We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated	<i>Mutual Tolerance</i> Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	<i>Individual Liberty</i> We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	<i>Recap all of the British Values</i> Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
Equality and Diversity Equality and Diversity is taught throughout the year in many different ways. Conversations are often organic and presented by the children themselves. Other learning opportunities are adult led. Another way we encourage our children to be aware of how people's lives can be different to one another is through books.	BAME main characters						
	Cultural Diversity						
	Neurodiversity						
	Physical Diversity						
	Different Families	