

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<b>Marvellous Me</b>	<b>Special Times, Special Places</b>	<b>Far Far Away</b>	<b>Twinkle Twinkle Little Star</b>	<b>All Creatures Great and Small</b>	<b>The Deep Blue Sea</b>
<b>Communication and Language:</b>	<p><b>Educational Programme:</b> The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
	<p style="text-align: center;"><b>Listening, Attention and Understanding</b></p> <p style="text-align: center;"><b>Speaking</b></p> <p>Getting to know you activities Practise good sitting and listening skills Listen to a range of stories Circle time - Sharing familiar experiences Share Tapestry posts Understand and answer why questions Sing songs and nursery rhymes Speak in full sentences Share opinions - I like/dislike (Marvellous Me) Carpet Partners</p>	<p style="text-align: center;"><b>Listening, Attention and Understanding</b></p> <p style="text-align: center;"><b>Speaking</b></p> <p>Settling in activities Listen carefully Carpet time: sit for longer periods of time Learn and use new vocabulary Story time: listen and respond Speak in full sentences Carpet Partner discussions Understand and respond to questions Learn songs and nursery rhymes Share opinions(food tasting)</p>	<p style="text-align: center;"><b>Listening, Attention and Understanding</b></p> <p style="text-align: center;"><b>Speaking</b></p> <p>Listen to and follow instructions Ask 'how' and 'why' questions to find out more and check they understand what has been said to them Learn and use new vocabulary Retell stories Describe events in detail Expand sentences with connectives Learn song, poems and nursery rhymes Carpet Partners Share Tapestry posts</p>	<p style="text-align: center;"><b>Listening, Attention and Understanding</b></p> <p style="text-align: center;"><b>Speaking</b></p> <p>Listen to stories without props or pictures Listen to a range of non-fiction books (Space) Retell an event using time connectives Use talk to explain thinking and make predictions Learn and use new vocabulary Use different tenses Carpet Partners Share Tapestry posts</p>	<p style="text-align: center;"><b>Listening, Attention and Understanding</b></p> <p style="text-align: center;"><b>Speaking</b></p> <p>Follow complex instructions Listen to and comment on non-fiction books (minibeasts/dinosaurs) Continue to learn and use new vocabulary Form and express opinions based on what has been read to them - relating it to their own lives Carpet Partners Share Tapestry posts</p>	<p style="text-align: center;"><b>Listening, Attention and Understanding</b></p> <p style="text-align: center;"><b>Speaking</b></p> <p>Articulate ideas and thoughts in well-formed sentences Offer explanations for why things might happen, using recently introduced vocabulary Use new vocabulary in different contexts Carpet Partners Share Tapestry posts</p>
<b>ELG (End of Year)</b>	<p><b>ELG: Listening, Attention and Understanding:</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>ELG: Speaking</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; 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>					
<b>PSED:</b>	<p><b>Educational Programme:</b> 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.</p>					

<p><b>Self-Regulation:</b></p> <p>Express feelings Communication Respond Understand feelings Manage feelings and behaviour Understand how others feel Active learning</p>	<p>Express their feelings- share and show how they feel Manage - adapt behaviour to new routine.</p>	<p>Communication - recall experiences, make choices. Understand how others feel- share experiences similar and different</p>	<p>Communication - understand own needs and listen to others. Manage feelings and behaviour</p>	<p>Express feelings - pride in achievements. Active learning</p>	<p>Manage - work with and negotiate with others Understand how others feel- empathy</p>	<p>Manage - adapt behaviour for new transition situation Understand feelings about transition</p>
<p><b>Managing Self:</b></p> <p>Self-awareness Work together Independence Confidence Responsibility Communication Self-care Safety Keeping Healthy Vocabulary Communication</p>	<p>Self-Awareness- all about me. Confidence in new situation. Responsibility- belongings. Self-care and safety</p>	<p>Independence - resources. Confidence-try new activities and making choices. Responsibility - class resources. Communicate own needs. Keep healthy Tooth-brushing</p>	<p>Independence-tasks and learning to learn. Communication - listen, speak, reflect, respond.</p>	<p>Self-Awareness - strengths /weaknesses. Responsibility- care and concern. Safety. Keeping healthy and vocab</p>	<p>Independence - work on own and with others. Communications to negotiate and plan.</p>	<p>Confidence - seek a challenge. Independence around Self-care and safety</p>
<p>Support children to develop good personal hygiene incl. Oral hygiene Healthy Eating - snack time Support children to understand what their bodies need to stay healthy (food, water, rest, appropriate clothing) Being safe- travel in local community. Screen time Healthy Eating Exercise Sleep</p>						
<p><b>Building Relationships:</b></p> <p>Build friendships Work together Use language Social skills Recognise the needs of others Communication</p>	<p>Build new friendships. Work together - understand simple rules</p>	<p>Working together collaboration tasks (focus on sharing and turn taking).</p>	<p>Social skills and positive interactions with others. Use language in play</p>	<p>Communication - explain own knowledge and understanding</p>	<p>Work together collaboration and being considerate to the needs of others</p>	<p>Work together - take on other's ideas. Use language - planning play</p>
<p><b>Jigsaw (Scheme of Work)</b></p>	<p><u>Being Me in My World</u></p> <p>Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities</p>	<p><u>Celebrating Difference</u></p> <p>Identifying talents Being special Families Where we live Making friends Standing up for yourself</p>	<p><u>Dreams and Goals</u></p> <p>Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals</p>	<p><u>Healthy Me</u></p> <p>Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety</p>	<p><u>Relationships</u></p> <p>Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend</p>	<p><u>Changing Me</u></p> <p>Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations</p>

	<p><u>Who Me?!</u> - understand how it feels to belong and that we are similar and different</p> <p><u>How am I feeling today?</u> - start to recognise and manage my feelings</p> <p><u>Being at School</u> - learn to with others to make school a good place to be</p> <p><u>Gentle hands</u> - understand why it is good to be kind and use gentle hands</p> <p><u>Our Rights</u> - start to understand children's rights</p> <p><u>Our responsibilities</u> - learn what being responsible means</p>	<p><u>What am I good at?</u> - identify something I am good at and understand everyone is good at different things</p> <p><u>I'm Special, I'm Me!</u> - understand that being different makes us all special</p> <p><u>Families</u> - know we are all different but the same in some ways</p> <p><u>Houses and Homes</u> - talk about why I think my home is special to me</p> <p><u>Making Friends</u> - understand how to be a kind friend</p> <p><u>Standing Up for Yourself</u> - know which words to use to stand up for myself when someone says or does something unkind</p>	<p><u>Challenge</u> - understand that if I persevere I can tackle challenges</p> <p><u>Never Giving Up</u> - talk about a time I didn't give up until I achieved my goal</p> <p><u>Setting a goal</u> - set a goal and work towards it</p> <p><u>Obstacles and Support</u> - use kind words to encourage people</p> <p><u>Flight to the Future</u> - understand the link between what I learn now and the job I might like to do when I'm older</p> <p><u>Footprint Awards</u> - talk about how I feel when I achieve a goal and know what it means to feel proud</p>	<p><u>Everybody's Body</u> - understand that I need to exercise to keep my body healthy</p> <p><u>We like to move it, move it!</u> - understand how moving and resting are good for my body</p> <p><u>Food Glorious Food</u> - know which foods are healthy and not so healthy and can make healthy eating choices</p> <p><u>Sweet Dreams</u> - know how to help myself go to sleep and understand why sleep is good for me</p> <p><u>Keeping Clean</u> - understand why I wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet</p> <p><u>Stranger Danger</u> - know what a stranger is and how to stay safe if a stranger approaches me</p>	<p><u>My Family and Me!</u> - identify some of the jobs I do in my family and how I feel like I belong</p> <p><u>Make friends, make friends, never ever break friends Part 1</u> - know how to make friends to stop myself from feeling lonely</p> <p><u>Make friends, make friends, never ever break friends Part 2</u> - think of ways to solve problems and stay friends</p> <p><u>Falling Out and Bullying Part 1</u> - start to understand the impact of unkind words</p> <p><u>Falling Out and Bullying Part 2</u> - use Calm Me time to manage my feelings</p> <p><u>Being the best friends we can be</u> - know how to be a good friend</p>	<p><u>My Body</u> - name parts of the body</p> <p><u>Respecting My Body</u> - understand some things I can do and foods I can eat to be healthy</p> <p><u>Growing Up</u> - understand that we all grow from babies to adults</p> <p><u>Fun and Fears Part 1</u> - express how I feel about moving to Year 1</p> <p><u>Fun and Fears Part 2</u> - talk about my worries and/or the things I am looking forward to about being in Year 1</p> <p><u>Celebration</u> - share my memories of the best bits of this year in Reception</p>
<b>MBV</b>	<p><b>Picture News:</b> Mutual Respect Mutual Tolerance Rule of Law Individual Liberty Democracy</p>	<p><b>Picture News:</b> Mutual Respect Mutual Tolerance Rule of Law Individual Liberty Democracy</p>	<p><b>Picture News:</b> Mutual Respect Mutual Tolerance Rule of Law Individual Liberty Democracy</p>	<p><b>Picture News:</b> Mutual Respect Mutual Tolerance Rule of Law Individual Liberty Democracy</p>	<p><b>Picture News:</b> Mutual Respect Mutual Tolerance Rule of Law Individual Liberty Democracy</p>	<p><b>Picture News:</b> Mutual Respect Mutual Tolerance Rule of Law Individual Liberty Democracy</p>
<b>Focus Texts</b>	<p>Harry and the Dinosaurs go to school The Worrysaurus We are Gentle We Look after our Property Big Bag of Worries The Invisible String</p>	<p>Sharing a Shell Supertato Kindness Rainbow Fish Copy Cat Kindness is my Superpower The Selfish Crocodile Trumpet the Little Elephant with a Big Temper</p>	<p>What makes me a Me Only One You You're All My Favourites The Angel and The Wild Animal</p>	<p>A duck is so Small The Dot Billy on the Ball</p>	<p>Little Beaver and The Echo Kindness is my Superpower Ginger finds a Home The Bear and the Piano Kind</p>	<p>Pog the Monster who was Afraid of Children</p>
<b>Eg. Vocabulary</b>	<p>Fair, unfair, share, care, similar, different, same, consequence, helpful, rules, kind, gentle, belonging, agreement, disagreement, conflict, responsibility, decision, view, opinion, mediate, compromise, discuss, negotiate, compliment, emotion, flexible, generous, spiteful, bully, positive, take turns, unique, personality, proud, characteristics, successful, challenge, friend, foe, enemy, like, dislike, behaviour, risk, resolution, point of view, hygienic, unhealthy, healthy, goal, persevere, resilient, confident, germs.</p>					

<b>ELG (End of year)</b>	<p><b>ELG: Self-Regulation</b>            Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;            Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;            Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self</b>            Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;            Explain the reasons for rules, know right from wrong and try to behave accordingly;            Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b>            Work and play cooperatively and take turns with others;            Form positive attachments to adults and friendships with peers;            Show sensitivity to their own and to others' needs.</p>					
<b>Physical Development:</b>	<p><b>Educational Programme:</b> 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.</p>					
	<u>Total Sports: Multi-game skills</u>	<u>Total Sports: Multi-game skills</u>	<u>Total Sports: Gymnastics and Dance</u>	<u>Total Sports: Gymnastics and Dance</u>	<u>Total Sports: Ball skills and team games</u>	<u>Total Sports: Ball skills and team games</u>
	<p><b>Gross Motor Skills</b></p> <p>Changing for PE            Zipping up coats            Experimenting with different ways of moving: climbing, jumping, crawling, hopping, skipping (obstacle courses - focus on core strength)            Parachute games            Using equipment safely            Moving around safely (lining up and queuing)</p> <p><b>Fine Motor Skills</b></p> <p>Funky fingers weekly activities for fine motor skills (threading, cutting, weaving, playdough, lego, mobilo etc.)</p> <p>Mark making using gross motor skills (lines and circles)</p> <p>Using an knife and fork</p>	<p><b>Gross Motor Skills</b></p> <p>Throwing and catching ball skills            Using apparatus and equipment safely - rules            Outdoor large construction (crates and planks) - climbing            Balancing games            Mirror me activities            Moving in time to music (Firework dance)            Using equipment safely            Changing for PE</p> <p><b>Fine Motor Skills</b></p> <p>Funky fingers weekly activities for fine motor skills (threading, cutting, weaving, playdough, Lego, mobilo etc.)</p> <p>Show preference for dominant hand            Develop small motor skills: beginning to apply more pressure on paper to print</p>	<p><b>Gross Motor Skills</b></p> <p>Experiment moving in different ways on equipment            Balancing skills            Move confidently, mount and dismount equipment safely (jump and land safely)            Travel with skill under, over, through and around equipment            Dance related activities - moving to music (linked to topic)</p> <p><b>Fine Motor Skills</b></p> <p>Funky fingers weekly activities for fine motor skills (threading, cutting, weaving, playdough, lego, mobilo etc.)</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p>	<p><b>Gross Motor Skills</b></p> <p>Negotiate space successfully, adjusting speed and changing direction to avoid obstacles - Planets dance            Show increasing control over an object: throwing, catching, kicking, passing, batting, aiming</p> <p><b>Fine Motor Skills</b></p> <p>Funky fingers weekly activities for fine motor skills (threading, cutting, weaving, playdough, lego, mobilo etc.)</p> <p>Hold a pencil effectively with a comfortable grip and form recognisable letters and numbers (most correctly formed)</p> <p>Follow a line when cutting and have increase control over the scissors</p>	<p><b>Gross Motor Skills</b></p> <p>Use equipment safely            Develop over-all body strength, co-ordination, balance and agility and apply in a range of activities            Begin to safely use games equipment (hockey sticks and bats)            Start to develop hand-eye co-ordination            Begin to participate in team games (eg. bucket rounders)</p> <p><b>Fine Motor Skills</b></p> <p>Funky fingers weekly activities for fine motor skills (threading, cutting, weaving, playdough, lego, mobilo etc.)</p> <p>Continue to develop pencil grip and letter formation</p>	<p><b>Gross Motor Skills</b></p> <p>Use core muscle strength to achieve good posture required for sitting at a table to write            Negotiate space and obstacles safely, with consideration for themselves and others;            Demonstrate strength, balance and coordination when playing;            Move energetically and competently when running, jumping, dancing, hopping, skipping and climbing            Sports Day</p> <p><b>Fine Motor Skills</b></p> <p>Funky fingers weekly activities for fine motor skills (threading, cutting, weaving, playdough, lego, mobilo etc.)</p>

		Use paintbrushes Use pencils for writing and drawing  Teach letter formation	Use scissors Use an effective pencil grip		Increased accuracy when drawing  Cut along a straight line with scissors  Have increasing control when cutting along a curved line	Form letters correctly (lower case and some capital letters)  Draw pictures that are recognisable  Begin to colour inside the lines of a picture
<b>Eg. Vocabulary</b>	Core, clockwise, anti-clockwise, tripod grip, isolate, forwards, balance, midline, vertical, wobble, backwards, muscles, strong, symmetrical, stable, sideways, co-ordinate, stamina, alternating, straight, large, top, bottom, upper, lower, small, tracking, left, right, across, together, stretch, pose, fitness, exercise, healthy, pincer grip, repeat, mobility, practise, manipulate, physical, unhealthy, next, control.					
<b>ELG (End of Year)</b>	<p><b>ELG: Gross Motor Skills</b>                  Negotiate space and obstacles safely, with consideration for themselves and others;                  Demonstrate strength, balance and coordination when playing;                  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b>                  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>					
<b>Literacy:</b>	<p><b>Educational Programme:</b> It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>					
	<p style="text-align: center;"><b>Comprehension</b></p> Listen to and join in with nursery rhymes and phrases from familiar stories Experience and use new vocabulary Understand print carries meaning and how to handle and read books Discuss books we have read and talk about our ideas (including wordless books) Talk about characters and events in a story (focus texts and story time)  <p style="text-align: center;"><b>Word Reading</b></p> Shared reading Individual reading (when ready) Review 7 aspects of sound (small group activities)	<p style="text-align: center;"><b>Comprehension</b></p> Listen to a story and make predictions. Talk about features of a story - characters, setting, events and make links to own life experiences Respond to 'who, where, what and when' questions linked to text Learn about story sequencing - beginning, middle, end Talk for Writing - using actions to sequence and retell a story Story mapping  <p style="text-align: center;"><b>Word Reading</b></p> Shared reading individual reading (when ready)	<p style="text-align: center;"><b>Comprehension</b></p> Discuss key events and characters in a story and make predictions using text, illustrations and title. Retell a story using T4W actions and story mapping Using adjectives to describe a character or setting Begin to introduce elements of VIPERS (Literacy Shed) Understand the structure of a non-fiction book is different to a fiction book  <p style="text-align: center;"><b>Word Reading</b></p> Shared reading Individual reading Guided reading (when ready) Begin to identify and understand punctuation	<p style="text-align: center;"><b>Comprehension</b></p> Talk about our ideas Describe events, characters, settings in a story Retell stories in the correct sequence Say how we feel about stories and poems, what parts of the story we liked or disliked; identify favourite characters, events, or settings and say why. Independently access the features of a non-fiction book. Develop own narratives and explanations by connecting ideas and events Continue to develop VIPERS skills  <p style="text-align: center;"><b>Word Reading</b></p> Shared Reading Individual Reading	<p style="text-align: center;"><b>Comprehension</b></p> Correctly sequence a story or event using pictures and/or captions. Predict or respond to questions about 'how' and 'why' something is happening in a text. Begin to understand the difference between different types of texts (fiction, nonfiction, poetry) Continue to develop VIPERS skills  <p style="text-align: center;"><b>Word Reading</b></p> Shared Reading Individual Reading Guided Reading Using a reading finger to track	<p style="text-align: center;"><b>Comprehension</b></p> Retell the main events of a text in the correct sequence, using own words and include new vocabulary Use developing VIPERS skills to answer questions about a text Identify features of a book and their purpose: front cover, title, back cover, blurb, illustration, illustrator, author. Listen to stories, accurately anticipating key events and respond to what is heard with relevant comments, questions and reactions  <p style="text-align: center;"><b>Word Reading</b></p> Shared Reading Individual Reading

	<p>Hear general sound discrimination and be able to orally blend and segment Hear and say the initial sounds in words Begin to decode VC and CVC words Introduce Phase 2 HFW and CEW (common exception words) Introduce terminology: phoneme, grapheme, digraph</p> <p style="text-align: center;"><b>Writing</b></p> <p>Give meaning to marks Use talk to link ideas, clarify thinking and feelings. Understand that thoughts and stories can be written down. Name writing, writing initial sounds, drawing and labelling family and favourite toys, labelling body parts (own symbols/initial sounds/sounds learnt so far), writing lists, labels and captions, letter formation (linked to Topic - me and my family and focus books)</p>	<p>Blending phase 2 sounds to read simple words, captions and sentences Tracking words with reading finger Using sound buttons to support blending skills Read back to check understanding Read HFW and CEW (Phase 2 and 3)</p> <p style="text-align: center;"><b>Writing</b></p> <p>Understand phoneme/grapheme relationship. Use some recognisable letters and own symbols Write letters and strings, sometimes in clusters like words. Orally compose a sentence and hold it in memory before attempting to write it Write labels, captions and simple sentences using our senses (Bonfire Night)</p> <p>Writing labels, captions and simple sentences - Class Elf on the Shelf</p> <p>Lists, labels, captions and simple sentences (linked to focus books) Letter writing Speech bubbles Wanted Poster</p> <p>Begin to learn about the signs of a super sentence - SOASS (including capital letter, finger spaces, full stop)</p>	<p>(exclamation and punctuation marks) Using a reading finger to track Decode phase 2 and 3 words to read simple captions and sentences Read HFW and CEW (phase 3) Read two-syllable words Read back to check understanding</p> <p style="text-align: center;"><b>Writing</b></p> <p>Write from left to right and top to bottom. Continue to form recognisable letters Write VC and CVC words independently using Phase 2 and some phase 3 graphemes Use talk 4 writing strategies to orally compose then write labels, captions and sentences linked to focus texts Create story maps Lists Using HFW and CEW in writing Non-chronological reports (Polar animals and Chinese New Year)</p> <p>Using capital letters, finger spaces and full stops.</p> <p>Extending sentences using 'and'</p> <p>Using adjectives in writing</p>	<p>Guided Reading Using a reading finger to track Decode words made up of known letter-sound correspondences to read simple captions and sentences Read HFW and CEW (phase 3) Read multi-syllabic words Read compound words Read back to check understanding</p> <p style="text-align: center;"><b>Writing</b></p> <p>Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some CEWs Use talk 4 writing strategies to write sentences linked to focus texts Story maps Lists (what an astronaut needs in space) Non chronological reports - Planets fact files</p> <p>Using SOASS in our writing - capital letter, finger spaces, writing on the line, full stop, read back to check for sense</p> <p>Improve sentences with adjectives</p>	<p>Decode words made up of known letter-sound correspondences to read simple captions and sentences Read HFW and CEW (phase 3 and 4) Read multi-syllabic words Read compound words Read words with adjacent consonants Read back to check understanding Begin to use expression when reading</p> <p style="text-align: center;"><b>Writing</b></p> <p>Spell words using knowledge of known GPCs Make phonetically plausible attempts when writing more complex unknown words. Writing sentences and stories linked to focus books (Talk 4 Writing)</p> <p>Using SOASS in our writing - capital letter, finger spaces, writing on the line, full stop, read back to check for sense</p> <p>Non-fiction writing: mini beast report</p> <p>Bean planting diary</p>	<p>Guided Reading Using a reading finger to track Decode words made up of known letter-sound correspondences to read simple captions and sentences Independently Read some HFW fluently</p> <p style="text-align: center;"><b>Writing</b></p> <p>Independently write sentences and stories linked to focus books (Talk 4 Writing) Write a simple narrative in short sentences with known GPCs using SOASS. Write different text forms for different purposes (e.g., lists, stories, instructions. Begin to discuss features of their own writing e.g., what kind of story have they written.</p> <p>Make phonetically plausible attempts when writing more complex unknown words e.g., using Phase 4 CCVCC Spell some CEWs correctly</p>
<b>Phonics</b>	<b>Phase 2</b>  s a t p	<b>Phase 2/3</b>  ff ll ss j	<b>Phase 3</b>  ai ee igh oa	<b>Phase 3</b>  <u>review Phase 3:</u>	<b>Phase 4</b>  short vowels CVCC	<b>Phase 4</b>  long vowel sounds CVCC CCVC

<b>(Little Wandle Program)</b>	i n m d g o c k c k e u r h b f l  <u>Tricky Words</u> is, I, the	v w x y z z z qu ch sh th ng nk  <u>Tricky Words</u> as, and, has, his, her, go, no, to, into, she, he, of, we, me, be	oo oo ar or ur ow oi ear air er dd mm tt bb rr gg pp ff  <u>Tricky Words</u> Was, you, they, my, by, all, are, sure, pure	ai ee igh oa oo ar or ur oo ow oi ear er air words with double letters longer words words with two or more digraphs longer words words ending in - ing compound words longer words words with s in the middle /z/ s words ending - s words with -es at end /z/  <u>Tricky Words</u> Review all taught so far Secure spelling	short vowels CVCC CCVC short vowels CCVCC CCCVC CCCVCC and longer words longer words, compound words root words ending in: -ing, - ed /t/, -ed /id/ /ed/ -est  <u>Tricky Words</u> Said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, today	long vowel sounds CCVC CCCVC CCV CCVCC Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ root word ending in: -er, -est longer words  <u>Tricky Words</u> Review all taught so far Secure spelling
Phase 1 activities (including rhymes, poems and songs) are continued throughout the year and are designed to underpin and run alongside activities in other phases						
<b>Focus Texts</b>	Topsy and Tim Start School What Makes me a Me My mum and Dad make me Laugh Owl Babies Avocado Baby What Makes Me a Me Only One You	Handa's Surprise Supertato The Gingerbread Man Christopher Pumpkin The things That I love about Trees The Little White Owl The Old Woman and the Red Pumpkin The Gruffalo's Child Jack Frost	Three Little Pigs Little Red Hansel and Gretel No Dragons in this Story Oops! Suddenly! We're off to Find a Fairy The Great Fairy tale Disaster Goldilocks and the Three Bears The Trouble with Dragons Where Snowflakes Fall Penguin Polar Bear Polar Bear what do you hear? Can you see a Little Bear Mt first Chinese New Year Lucky Bamboo	The Marvellous Moon Map Whatever Next The Way Back Home Beegu Aliens Love Underpants How to Catch a Star Non-fiction text: Let's Explore the Earth Let's Explore the Moon Laura's Star Charlie and The Cheese Monster	The Very Hungry Caterpillar Superworm The Gruffalo Oi Frog Snail Trail The Teeny Weeny Tadpole The Crafty Chameleon A new House for Mouse The Bad Tempered Ladybird Spyder What the Ladybird Heard	Snail and the Whale Tiddler The Lighthouse Keepers Lunch The Lighthouse Keeper's Breakfast Commotion in the Ocean Shark in The Dark (rhyming book) Somebody Swallowed Stanley Captain Flinn and the Pirate Dinosaur's Missing Treasure The Night Pirates Portside Pirates Fidgety Fish Fish Don't Play Ball
<b>Eg. Vocabulary</b>	Rhyme, book, fairy tale, fantasy, opinion, end, illustrator, rhythm, fact, adventure, genre, fluent, respond, contents, character, phoneme, grapheme, digraph, trigraph, fiction, non-fiction, memorise, index, setting, information, chapter, blend, segment, word, beginning, middle, end, blurb, library, imagination, sentence, story, retell, author, text, question mark, resolution, adjectives, alphabet, list, capital letters, title, full stop, problem, resolution					
<b>ELG (End of year)</b>	<p><b>ELG: Comprehension</b>                  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;                  Anticipate - where appropriate - key events in stories;                  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b>                  Say a sound for each letter in the alphabet and at least 10 digraphs;                  Read words consistent with their phonic knowledge by sound-blending;</p>					

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

**ELG: Writing**  
 Write recognisable letters, most of which are correctly formed;  
 Spell words by identifying sounds in them and representing the sounds with a letter or letters;  
 Write simple phrases and sentences that can be read by others.

**Maths (White Rose Maths/NCETM mastering number):**

**Educational Programme:** 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.

Number	Number	Number	Number	Number	Number
Numerical Patterns	Numerical Patterns	Numerical Patterns	Numerical Patterns	Numerical Patterns	Numerical Patterns
Counting Rhymes Match and Sort (same/different) Compare Amounts (equal symbol, equal, more than fewer than) Rote Counting through songs and rhymes Compare Size, mass and capacity Introduce 0 and 1 (circle, 1p) Counting to 10 Explore Pattern Number formation	Representing 1,2,and 3 Comparing 1,2, and 3 Composition of 1, 2 and 3 Accurate counting Spatial Awareness - positional language Representing numbers to 5 One More and Less Shapes with 4 sides Time - night and day	Comparing numbers to 5 Composition of 4 and 5 (number bonds to 5) Compare Mass Numbers 6,7,8 Making pairs Combining 2 groups Counting on Subtraction Length and Height Time Compare Capacity	Representing 9 and 10 Comparing numbers to 10 Number Bonds to 10 Addition and subtraction Odds and Evens Counting in 2s 2D and 3D Shape Pattern Capacity Measurement	Building numbers beyond 10 (12-14) Counting patterns beyond 10 Counting beyond 20 Compare and represent numbers within 20 Addition and subtraction within 20 Adding More Subtraction Counting in 10s Counting in 2s Doubling Halving Spatial Reasoning Match, Rotate, manipulate	Doubling Sharing and Grouping Making equal groups Even and Odd Spatial Reasoning Patterns and Relationships Develop problem solving and critical thinking skills linked to familiar stories or real world examples Consolidation

<p style="text-align: center;"><b>NCETM</b></p> <p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>identify when a set can be subitised and when counting is needed</li> <li>subitise different arrangements, both unstructured and structured, including using the Hungarian number frame</li> </ul>	<p style="text-align: center;"><b>NCETM</b></p> <p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</li> <li>begin to identify missing parts for numbers within 5</li> <li>explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame</li> </ul>	<p style="text-align: center;"><b>NCETM</b></p> <p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>continue to develop their counting skills, counting larger sets as well as counting actions and sounds</li> <li>explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</li> <li>compare quantities and numbers, including sets of objects which have different attributes</li> </ul>
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	<ul style="list-style-type: none"> <li>• make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</li> <li>• spot smaller numbers 'hiding' inside larger numbers</li> <li>• connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</li> <li>• hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number</li> <li>• develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds</li> <li>• compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts</li> </ul>	<ul style="list-style-type: none"> <li>• focus on equal and unequal groups when comparing numbers</li> <li>• understand that two equal groups can be called a 'double' and connect this to finger patterns</li> <li>• sort odd and even numbers according to their 'shape'</li> <li>• continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern</li> <li>• order numbers and play track games</li> <li>• join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2</li> <li>• begin to generalise about 'one more than' and 'one less than' numbers within 10</li> <li>• continue to identify when sets can be subitised and when counting is necessary</li> <li>• +develop conceptual subitising skills including when using a rekenrek</li> </ul>			
<b>Focus Texts</b>	Where's my Teddy The Bear in the Cave Peace at Last The Button Box The Naughty Bus Dear Zoo	Rosie's Walk Kipper's Birthday 5 Little Friends The Very Hungry Caterpillar Funny Bones	Room on the Broom The Ugly 5 Anno's Counting Book Six Dinner Sid What the Ladybird Heard Jasper's Beanstalk	Mouse Count 10 Black Dots Feast for 10 Pattern Bugs Busy Bust Busy Pattern Fish	One Mouse, 20 Mice 1 is a Snail, 10 is a Crab Mr. Gumpy's Outing Snail Trail One Ted falls out of Bed Grandpa's Quilt	The Doorbell Rang Billy's Bucket How Many Legs? Little Red Riding Hood The Gruffalo
<b>Eg. Vocabulary</b>	Same as, different, count, next, how many, pattern, repeating pattern, pair, last, first, unit, count on, between, after, before, sort, match, set, compare, estimate, calculate, share, count back, add, total, altogether, plus, sum, number sentence, more, less, difference, addition, bigger, greater, fewer, record, number bond, number line, missing, equals, take away, minus, odd, even, half, double, smaller, problem, amount, number, digit, lots, make, practise, near, far, accurate, solve, shape, 2d, 3d, corner, edge, curve, heavy, light, lighter, empty, full,					
<b>ELG (End of Year)</b>	<p><b>ELG: Number</b>                  Have a deep understanding of number to 10, including the composition of each number;                  Subitise (recognise quantities without counting) up to 5;                  Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>ELG: Numerical Patterns</b>                  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;                  Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>					
<b>Understanding the World:</b>	<p><b>Educational Programme:</b> Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					

	<p><b>People, Culture and Communities</b></p> <p>Identify members of their family from photos and learn how they are related. Name and describe people that are familiar to them. Talk about their families - what they do and the places they go with their family. Comparing families - say how they are similar and unique Learn about and comment on some of the important jobs people do in our community (eg. firefighter, farmer supermarket worker, etc)</p> <p><b>Past and Present</b></p> <p>Look at baby pictures and comment on how they have grown and changed Height chart - begin and complete over the year Begin to understand time has a pattern - day, week, month, year and notice changes in our environment throughout the year - use a camera to document changes (school playing field) Understand how life has changed over time for members of their family</p> <p><b>The Natural World</b></p> <p>Learn about the immediate environment using the 5 senses: go on a senses walk around the school grounds and comment on what they can see, hear, smell, touch, taste (snack time) and begin to observe changes</p> <p>Identify the names of the main parts of the body</p> <p>Harvest Festival</p>	<p><b>Past and Present</b></p> <p>Listen to stories and place events in chronological order Listen to a range of stories and begin to develop an awareness of historical events: Guy Fawkes story Remembrance Day</p> <p><b>People, Culture and Communities</b></p> <p>Listen to a range of stories from around the world and begin to develop an understanding of similarities and differences between communities. Talk about special family occasions/celebrations that are important to them (birthdays, Christmas etc). Learn about religious communities in our country, how they are similar and unique; celebrations that are important to each: Hinduism - Diwali - Rama and Sita Christianity - Christmas - The Nativity Story Explore how religious celebrations are celebrated in other countries (eg. Diwali in India)</p> <p><b>The Natural World</b></p> <p>Investigate changing states of matter by experimenting with freezing and melting (freezing vegetables in ice; melting chocolate to create chocolate sparklers) Understand some changes can be reversible (freezing, melting) and some irreversible (baking gingerbread men)</p>	<p><b>Past and Present</b></p> <p>Understand things were different in the past to how they are now by listening to a range of stories and traditional tales Comment on similarities and differences between modern homes and castles. 50 years of Rufforth - Comment on similarities and differences between Rufforth Primary now and 50 years ago using old photographs and visitor stories</p> <p><b>People, Culture and Communities</b></p> <p>Learn about some important times and celebrations of different cultures in Britain and from around the world: Easter Chinese New Year</p> <p><b>The Natural World</b></p> <p>Learn about the properties of some materials - investigate materials to build a house for the little pigs and a cape for Little Red Riding Hood) Continue to observe and comment on changes in the environment and use a camera to document changes (seasons) Exploring our senses - food tasting (CNY)</p> <p>Learn what a habitat is and where polar habitats are located. Comment on some of the different features of a polar habitat.</p>	<p><b>Past and Present</b></p> <p>Talk about some significant historical people and events; Neil Armstrong and the Apollo Landings; The Mars Rover Landings, after listening to non-fiction texts and archive videos, and begin to understand these events happened before they were born</p> <p><b>People, Culture and Communities</b></p> <p>Where do we live on Planet Earth: locate the UK on a globe and York on a map Learn about the local environment - village walk to observe the features of Rufforth - church, village hall, post office, shop, field, farm, tractor, animals etc Create a map of the local community Comment on similarities and differences to other places where people live (eg. cities and different countries) Learn about the important job of an astronaut</p> <p><b>The Natural World</b></p> <p>Learn about our planet and begin to understand its place in the Solar System Make simple comments on some of the similarities and differences they observe between the 8 different planets in the Solar System</p> <p>Observe changes in outdoor flowerbeds - daffodils - and make simple comments about growth cycles (what plants need to grow)</p>	<p><b>Past and Present</b></p> <p>Using stories, non-fiction texts, videos and artefacts to talk about the past Consider how different the world was when dinosaurs existed and understand they were alive a very long time ago Comment on changes observed over time and sequence the lifecycle of a chicken and butterfly</p> <p><b>People, Culture and Communities</b></p> <p>Where in the World: Comment on similarities and differences between Rufforth and communities in different countries across the world (eg. Mumbai, Peru, Alaska - lead by child interest)</p> <p><b>The Natural World</b></p> <p>Identify different habitats and begin to understand why different animals live in different habitats - build a minibeast hotel</p> <p>Make observations and begin to identify the different stages of the life cycle of the chicken and the butterfly</p> <p>Understand the importance of caring for animals - looking after our environment; caring for Simon the Giant African Land Snail</p>	<p><b>Past and Present</b></p> <p>Make observations about seaside holidays today and long ago - Magic Grandad</p> <p><b>People, Culture and Communities</b></p> <p>Understand how to stay safe in the sun</p> <p>Understand the importance of caring for the oceans and recycling</p> <p>Explore contrasting environments through non-fiction text and real life examples - Rufforth and Bridlington (seaside and countryside) Compare seaside holidays at home and abroad</p> <p><b>The Natural World</b></p> <p>Learn about underwater habitats and investigate different types of creatures that live in the seas/oceans</p> <p>Use non-fiction text, stories and videos to explore the different zones of the ocean Comment on the similarities and differences of underwater habitats</p> <p>Looking after our planet - climate change and how we can help</p> <p>Floating and Sinking: investigate different types of materials that float and sink</p>
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	Planting daffodils  Begin to understand the importance of recycling and looking after our planet (Recycle Week 2022)	Continue to observe and comment on changes in the environment and use a camera to document findings (seasons) Investigate and make observations about the similarities and differences between nocturnal and diurnal animals	Learn some ways that animals have adapted to be able to survive in polar habitats			
	<b>RE - F1</b> Which stories are special and why?	<b>RE - F2</b> Which people are special and why?	<b>RE - F3</b> Which places are special and why?	<b>RE - F4</b> Which Times are special and why?	<b>RE - F5</b> Where do we belong?	<b>RE - F6</b> What is special about our world and why?
	<b>ICT</b> Explore smartboard and ipad, Learn how navigate basic features using a finger Use some pretend ICT equipment play Learn how to use ipads to take photos of creations within the provision.	<b>ICT</b> Understand that technology can be used in a range of places/ purposes  Learn that information can be retrieved from the internet  Learn how to stay safe online  Continue to learn how to use ICT equipment - Ipad, smartboard	<b>ICT</b> Learn how to independently use educational apps on an ipad - numbots, bug club, etc  Begin to explore using video and sound recording features on an ipad, becoming familiar with the control buttons, e.g., using play, stop and pause.  Safer Internet Day - Feb 14 <sup>th</sup> 2023	<b>ICT</b> Explore the commands needed to control a range of electronic toys - Beebots	<b>ICT</b> Begin to learn how to use the features of a chromebook incl: logging in using a mouse drag and drop	<b>ICT</b> Continue to use the features of a chromebook:  Open apps independently and control and manipulate objects confidently - talk about how to do this using the words 'scroll', 'drag' 'click' 'open' and 'close
<b>Focus Texts</b>	Once We were Giants Peepo Avocado Baby Guy Fawkes story	Leaf Man Pumpkin Soup Dipal's Diwali The Best Diwali Ever Peace at Last Mogs Christmas  Cbeebies: Let's Celebrate series	Exploring the Seasons (non-fiction) Where Snowflakes Fall	First Big Book of Space Let's Explore the Earth Let's Explore the Moon	Growing Frogs Lifecycles: egg to chicken Lifecycles: Tadpole to frog Ladybirds	Somebody swallowed Stanley Shark in the Dark
<b>Eg. Vocabulary</b>	(UTW - <b>History</b> ) yesterday, a long time ago, today, timeline, opinion, before, century, king, old, new present, research, generation, after, document, queen, annual, past, olden days, calendar, week, chronological, past, era, consequence, now, old fashioned, year, memory, same, present, research, change, then, artefacts, ancient, remember, different, discovery, monarchy, historian (UTW - <b>Geography</b> ) environment, village, beach, ocean, atlas, Earth, North Pole, South Pole, Wales, Northern Ireland, Scotland, England, United Kingdom, street, straight, different, near, world, forest, capital, soil, globe, bridge, meadow, countryside, park, direction, next to, country, lake, coast, season, map, road, island, route, locate, journey, landscape, far, town, sea, hill, weather, area, waterfall, stream, footpath, climate, left, right, compare, symbol, city, river, mountain, farm, school, population, local area, community (UTW - <b>Science</b> ) hard, light, push, squash, shape, up, slip, dissolving, soft, springy, move, squeeze, fast, down spring, melting, rough, firm, pull, stretch, slow, gravity, elastic, growth, sooth, shiny, twist, poke, speed, friction, energy, change, heavy, dull, turn, pinch, still, grip, direction, germination,					
<b>ELG (End of Year)</b>	<b>ELG: Past and Present</b> Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling.					

	<p><b>ELG: People, Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; 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> Explore the natural world around them, making observations and drawing pictures of animals and plants; 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; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>					
<p><b>Expressive Art and Design:</b></p>	<p><b>Educational Programme:</b> 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><b>Creating with Materials</b></p> <p>Begin to experiment with and mix colours to paint Draw self-portraits Develop joining, cutting and sticking skills to create junk models Explore and experiment with different media Develop printing skills using a variety of resources - leaves, vegetables, potato masher Autumn collage Ice nature sculptures</p> <p><b>Being Imaginative and Expressive</b></p> <p>Join in with role play games and use resources available for props Build models using construction materials Join in with songs Explore sounds and how they can be changed, tapping out simple rhythms Charanga music program Cosmic Yoga</p>	<p><b>Creating with Materials</b></p> <p>Explore using different textures and materials to create collages Printing and splatter painting - Bonfire Night pictures Christmas decorations Christmas Cards Divas Rangoli artwork Remembrance Day Poppy printing Winter collage Ice sculpture art using ice and salted paint water with a selection of resources</p> <p><b>Being Imaginative and Expressive</b></p> <p>Listen to music and make their own dances in response (music from around the world) Use story maps, puppets, and story bags to encourage children to retell, invent and adapt stories Christmas songs and poems The Nativity Story and performance Charanga music program Cosmic Yoga</p>	<p><b>Creating with Materials</b></p> <p>Use different textures and materials to make houses for the three little pigs Create split pin puppets of characters Select the tools and techniques they need to assemble materials they are using eg. creating settings of traditional tales Chinese lanterns, writing, willow patterns</p> <p><b>Being Imaginative and Expressive</b></p> <p>Role play traditional tales using props Experiment with different movements and rhythm to create traditional dragon and lion dances Charanga music program Cosmic Yoga</p>	<p><b>Creating with Materials</b></p> <p>Create observational drawings of Spring plants and flowers Create scarecrows to protect plants and flowers in outdoor area Use different textures and materials to create collages of the Planets in the Solar System Design and make rockets. Design and make objects they may need in space, thinking about form and function Split pin astronauts Mother's Day Crafts Easter Crafts</p> <p><b>Being Imaginative and Expressive</b></p> <p>Express different emotions through movement and rhythm to classical music - Holst's Planets Charanga music program Use a wide range of props (large cardboard boxes) to role play stories eg. Whatever Next, The Marvellous Moon Map Cosmic Yoga</p>	<p><b>Creating with Materials</b></p> <p>Explore and refine a variety of artistic techniques to express ideas and feelings: Manipulate clay to create minibeast sculptures Create minibeast sock puppet models Caterpillar collage pictures (referencing Eric Carle) Butterfly symmetry pictures</p> <p><b>Being Imaginative and Expressive</b></p> <p>Listen attentively, move to and talk about music, expressing their feelings and emotions - Charanga music program Cosmic Yoga Develop storylines when engaged in pretend play</p>	<p><b>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; Wax resistant paintings Rainbow fish collage Lighthouse designs Recyclable art work Pastel and chalk fossil and shell observational drawings Colour mixing - underwater pictures End of year portraits</p> <p><b>Being Imaginative and Expressive</b></p> <p>Listen attentively, move to and talk about music, expressing their feelings and emotions - Charanga music program Cosmic Yoga Develop storylines when engaged in pretend play</p>
<p><b>Focus Artist</b></p>	<p>Picasso (portraits)</p>	<p>Jackson Pollock (abstract)</p>	<p>Monet (landscape painting)</p>	<p>Henry Moore (sculpture)</p>	<p>Eric Carle (collage)</p>	<p>Frida Kahlo (portraits)</p>

<b>Charanga Music (Scheme of Work)</b>	<u>Me!</u> Listen and respond to different styles of music Embed foundations of the interrelated dimensions of music Sing nursery rhymes and action songs Play classroom instruments Share and perform	<u>My Stories</u> Listen and respond to different styles of music Embed foundations of the interrelated dimensions of music Sing nursery rhymes and action songs Play classroom instruments Share and perform	<u>Everyone!</u> Listen and respond to different styles of music Embed foundations of the interrelated dimensions of music Sing nursery rhymes and action songs Play classroom instruments Sing and learn to play instruments within a song Share and perform	<u>Our World</u> Listen and respond to different styles of music Embed foundations of the interrelated dimensions of music Sing nursery rhymes and action songs Play classroom instruments Sing and learn to play instruments within a song Share and perform	<u>Big Bear Funk</u> Listen and appraise Funk music Embed foundations of the interrelated dimensions of music using voices and instruments Learn to sing Big Bear Funk and revisit other nursery rhymes and action songs Play instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform	<u>Reflect, Rewind, Replay</u> Listen and Appraise Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Sing and revisit nursery rhymes and action songs Play instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform
<b>Eg. Vocabulary</b>	<p><b>(EAD-Art)</b> print, portrait, paint, observe, shade, style, foreground, background, easel, gallery, media, symmetrical, decorate, collage, brush, artist, canvas, exhibition, illustrate, palette, technique,  <b>Lines</b> - line, straight, broken, faint, fine, thick, thin, wavy, short, curved, bold, zig-zag, sketch, continuous, stripes, diagonal, horizontal, vertical, curly, spiral, parallel, dotted, draw, pattern,  <b>Shapes</b> - frame, rounded, cylindrical, size, solid, pointed, square, circular, spherical, spiral, edge, regular, irregular, shape  <b>Texture</b> - texture, rough, hard, furry, dry, cracked, spiky, matt, glossy, bumpy, coarse, smooth, soft, scaly, grainy, wet, shiny, silky, uneven, fuzzy, collage, hard, polished, ridged  <b>Colour</b> - primary, secondary, dull, pale, deep, bright, vibrant, warm, cool, contrast, shade, pastel, hue, mixed, complimentary, clash, intense, watercolour, light, dark  <b>(EAD - Design Technology)</b> plan, design, make, materials, purpose, product, equipment, invent, build, ideas, construct, test, structure, combine, stable, balance, original, unique, weak, tower, base, top, underneath, side, edge, surface, corner, point, straight, curved, vertically, horizontally, metal, wood, plastic, equipment, build, model, shape, evaluate, improve, modify, rearrange, feature, adapt, tools, measure, cut, fold, hinge, stick, glue, string, tape, assemble. Framework  <b>(EAD - music)</b> sing, beat, rhythm, high, low, loud, soft, quiet, fast, pitch, tempo, music, musician, orchestra, conductor, verse, chorus, echo, listen, slow, rest, repeat, compose, respond, long, short, appreciate, play, tune, notes, pattern, solo, duet, tap, bang, volume, pitch, vibrate, string, count, band, rest, composer, sound, instruments, percussion, shake, performance, quick, tuneful  <b>(EAD - dance)</b> wiggle, twirl, stamp, twist, high, partner, clockwise, control, expression, repeat, roll, turn, rock, slide, low, combine, leap, anticlockwise, co-ordinate, flexible, space, balance, spin, clap, start, different, play, quick, action, direction, interpret, strength, jump, hop, bounce, stop, sequence, solo, slow, balance, elevate, style, skip, sway, kick, falling, strong, duet, exercise, choreography, expressive, pattern</p>					
<b>ELG (End of Year)</b>	<p><b>ELG: Creating with Materials</b>  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;  Share their creations, explaining the process they have used;  Make use of props and materials when role playing characters in narratives and stories.  <b>ELG: Being Imaginative and Expressive</b>  Invent, adapt and recount narratives and stories with peers and their teacher;  Sing a range of well-known nursery rhymes and songs;  Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</p>					
<b>Role Play area</b>	Home Corner/ Doctor's Surgery	Café/ Christmas Post Office	Castle	Space Station	Minibeast Explorers in the Undergrowth	Pirate ship/submarine
<b>Enrichment activities</b>	People Who Help Us - visitor Relative visitor - Rufforth in the past Autumn Walk	Nativity Community carols Christmas Crafts parent afternoon Church visit	Fairy tale workshop Stay and Play afternoon Visit the local library Winter Walk	Space Workshop Easter Crafts Spring Walk Secret Reader British Science Week	Looking after class caterpillars/Chicks Class pet - Simon the African Land snail/stick insects Zoo Lab visit	Secret Reader Whole class piece of artwork - zones of the ocean School trip to the seaside

# EYFS Long Term Curriculum Plan - 2022-23

	Take home a bedtime basket each week (running over half terms)	Village walk to the post office Diwali Workshop Pantomime visit		Grow our own veg (potatoes)	Skelton Grange visit Secret Reader Stay and Play afternoon Visit a farm	
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The topics outlined in the long term planned are covered in a variety of different ways. This includes:

- Areas of continued and enhanced provision
- Child-led play
- Adult-led activities
- Indoor and Outdoor learning opportunities

Planning (Topic and Enhanced Provision) is flexible and guided by the children's interests.

'Busy Learning' takes place throughout the areas of continued and enhanced provision. Through a combination of child-initiated learning and adult supported interactions, children are supported to follow their own interests, carry out investigations and develop their independence so as to become effective learners.