








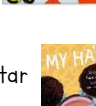
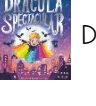

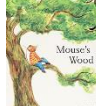




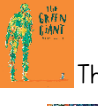
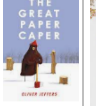



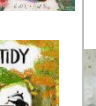






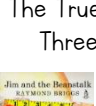


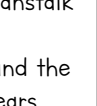








Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me 	Seasonal Changes 	Environment and Sustainability 	Things That Grow 	Traditional Tales 	Healthy Me 
High Quality Text	<div> I am Brown</div> <div> We Are Family</div> <div> So Much</div> <div> Titch</div> <div> My Hair</div> <div> How to Catch a Star</div> <div> Dracula Spectacular</div> <div> Naughty Bus</div>	<div> Tree</div> <div> Mouse's Wood</div> <div> Polar Bear Polar Bear</div> <div> Little Cloud</div> <div> The Ant and the Grasshopper</div> <div> Snowball</div>	<div> The Green Giant</div> <div> The Great Paper Caper</div> <div> Leaf</div> <div> The Last Garden</div> <div> The Odd Fish</div> <div> Tidy</div> <div> The Robber Raccoon</div>	<div> The Growing Story</div> <div> It Starts with a Seed</div> <div> Ten Seeds</div> <div> The Bad Seed</div> <div> Tad</div> <div> Who is in the egg?</div>	<div> The True Story of The Three Little Pigs</div> <div> Jim and the Beanstalk</div> <div> Goldilocks and the Three Bears</div> <div> Hansel and Gretel</div> <div> Little Red Riding Hood</div>	<div> Oliver's Vegetables</div> <div> Runaway Pea</div> <div> I Will Never Not Ever Eat a Tomato</div> <div> The Enormous Potato</div> <div> The Colour Monster</div>
Nursery Rhymes	The Wheels on the Bus Rain Rain GO Away Row, Row, Row Your Boat Three Blind Mice, Jack and Jill		I, 2, 3, 4, 5 Once I Caught a Fish Alive A Sailor Went to Sea 5 Little Ducks 5 little Speckled Frogs Mary, Mary Quite Contrary		Humpty Dumpty I'm a Little Teapot Old MacDonald Had a Farm This Old Man 5 Little Monkeys Jumping on the Bed	
Trips/Visitors/Enrichments/Celebrations	Parents and Grandparents invited in to school Visit from a hairdresser	Visit to the School Forest Children perform the Nativity story to parents Diwali	Visit from the Gorilla Walk to Fletcher Moss Litter picking walk around the outer perimeter of school.	Egg hatching experience Pond dipping for tadpoles Planting sunflowers for the sunflower growing competition Plant potatoes in the allotment space Holi St George's Day Easter	Baking gingerbread men in the school kitchen Eid	Trip to Farm/allotment Eid Dentist Visit Pull up the potatoes that were planted earlier in the year

Attitude

Behaviour

Courage

Determination

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Friendship

Resilience



Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me 	Seasonal Changes 	Environment and Sustainability 	Things That Grow 	Traditional Tales 	Healthy Me
Communication and Language	<p>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><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> - Children will be asked questions or given instructions that have two parts, for example, what is the weather like today? Have you got a coat? - Children will be taught the routine of the day. This will be supported by the use of a visual timetable and will be discussed at the start of the day and referred to throughout. - Teachers will aim to ask the children 'why' questions to develop children's understanding of how to answer a why question. For example: why do you think he/she feels...? - Children will be taught how to listen carefully and why listening is important - Teachers will encourage children to begin to engage in story time by asking the children to join in with repeated refrains / fill in rhyming words. - When discussing books, the children will listen to and begin to talk about stories to build familiarity and understanding. They will discuss characters, events, setting etc. <p><u>Speaking</u></p> <ul style="list-style-type: none"> - Once new vocabulary has been introduced, the children will use it throughout the day. 		<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> - Teachers will encourage and support children to hold conversation when engaged in back-and-forth exchanges with their keyworkers and peers. - Children will listen carefully to and learn rhymes, poems and songs. - Children will listen to and talk about stories to build familiarity and understanding. - Children will be encouraged to begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary. - Teachers will encourage children to begin to understand humour <i>eg. nonsense rhymes / jokes</i> <p><u>Speaking</u></p> <ul style="list-style-type: none"> - Children will be encouraged and supported to use new vocabulary in different contexts. - Teacher will encourage children to ask questions to find out more and to check they understand what has been said to them. - Children will be reminded to articulate their ideas and thoughts in well-formed sentence. 		<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> - Children will 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. - Children will be prompted to make comments about what they have heard and ask relevant questions to clarify their understanding. - Teachers will provide opportunities to hold conversation when engaged in back-and-forth exchanges with their keyworkers and peers. - Children will now understand humour more readily <i>eg. nonsense rhymes/jokes</i> <p><u>Speaking</u></p> <ul style="list-style-type: none"> - Children will be prompted to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Children will be prompted to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Teachers will ask children to express their ideas and feelings about their experiences using full sentences, 	



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	<ul style="list-style-type: none"> - Teacher will encourage children to begin to ask questions to find out more and to check they understand what has been said to them. Teachers will model these questions after instructions. - Children will be encouraged to begin to articulate their ideas and thoughts in well-formed sentence. - Teachers will model how to connect one idea or action to another using a range of connectives... <i>because, although, but.</i> - Teacher will model and help children to develop social phrases Routines of the day ... <i>greetings, How are you?</i> Friendship ... <i>Would you like to...?</i> - Teachers will model and encourage children to Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Focused and linked texts will be added to the small world area. 	<ul style="list-style-type: none"> - Teachers will ask children to connect one idea or action to another using a range of connectives... <i>because, although, but.</i> - Children will be encouraged and supported to use talk to help work out problems, organise thinking & activities explain how things work/why things happen - Children will develop and use social phrases with confidence - Teachers will model and encourage children to begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Focused and linked texts will be added to the small world area. 	<p>including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
Key objectives for the half term/ Assessment points	<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> - I can understand and respond to a two-part question. - I can understand and respond appropriately when asked a 'why' question. - I can join in with stories by joining in with repeated refrains and filling in rhyming words. - I can use new vocabulary throughout the day. - I am beginning to ask a question when I do not understand or want to find out more. <p><u>Speaking</u></p> <ul style="list-style-type: none"> - I am beginning to talk in well-formed sentences. - I am beginning to use connectives to connect one idea or action to another. - I can use some social phrases - I am beginning to be able to retell some familiar stories. 	<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> - I am beginning to hold a back and forth conversations with my teachers and peers - I can recite some familiar nursery rhymes and poems. - I can talk about stories that have been read to me. I can talk about the setting, characters and plot. - I am beginning to use newly learnt vocabulary in different contexts. - I am beginning to ask a question when I do not understand or want to find out more. <p><u>Speaking</u></p> <ul style="list-style-type: none"> - I can articulate my ideas in well-formed sentences. - I can use social phrases with confidence. - I am beginning to be able to retell some familiar stories. Sometimes as exact repetition and sometimes in my own words. 	<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> - I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - I can hold a back and forth conversation with my teachers and peers. - I can make comments about what I have heard and ask questions to clarify my understanding. <p><u>Speaking</u></p> <ul style="list-style-type: none"> - I participate in whole-class, group and one-to-one discussions, offering my own ideas, using recently introduced vocabulary. - I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - I can express my ideas and feelings about my experiences using full sentences, including the use of past, present and future tenses and make use of conjunctions, with modelling and support from my teacher.

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Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me 	Seasonal Changes 	Environment and Sustainability 	Things That Grow 	Traditional Tales 	Healthy Me
Personal, Social and Emotional Development	<p>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>					
 THE ZONES OF REGULATION	<div> <div> <ul style="list-style-type: none"> - Children will be taught the concepts 'same' and 'different'. We will read 'Marvellous Me' and discuss and celebrate our similarities and differences. - Children will begin to list a number of emotions and will be taught that feelings come and go. Children will be taught strategies to manage their feelings after reading 'These Feelings' and 'The Weather Inside Me'. - Children will discuss the need for kindness in how we act with each other. We will identify agreements that can help create a kind, caring room. - Children will begin to link emotion with feelings inside the body. They will be taught strategies to calm their bodies and brains. - Children will be tasked to perform acts of kindness around school. They will begin to understand that one kind act can lead to another. - Children will recognise that all emotions are okay, even unpleasant ones. - Children will be taught to name their 5 senses. </div> <div> <ul style="list-style-type: none"> - Children will be taught that boys and girls should both express their feelings. - Children will recognise that boys and girls can both do the same things. - Children will be asked to comment on other people's feelings and emotions, describing the feelings of a person whom others have been mean to. - Children will experience empathy and the perspective of another. Teachers will demonstrate how to show empathy toward others who have different ideas and/or interests. - Children will be taught to show a sense of responsibility for the environment. Teachers demonstrate the importance of showing compassion for all creatures – animals and humans. - Children will be able to list words that describe various sensations. Children will be taught to pay attention to these sensations. - Children will be taught additional strategies for regulating the body. Children will by now be able to recall previously learned strategies that help them control their feelings. - Children will begin to develop confidence in themselves and their unique talents after reading 'Yoshi is Different'. - Children will explore the similarities and differences between their families, identifying things that make their family unique. - Children will read 'Zelda Goes on Holiday' and begin to demonstrate an understanding of compassion for those less fortunate than them. </div> <div> <ul style="list-style-type: none"> - Teachers will teach the children the importance of speaking out when they see something unfair. They will begin to understand justice on a basic level. - Children will review the 5 senses learned earlier in the year. - Children will continue to practice calming strategies. - Children will be able to recognise various emotions and demonstrate various ways these emotions can be displayed. - Children will be taught about the brain and will be asked to name at least three things that the brain can do. They will understand that everybody has a brain. We will discuss how neurons create pathways in the brain and that the brain is always growing and can always become stronger. - Teachers will teach the children the importance of trees and help children understand how one person can make a positive difference. They will be tasked to think of at least one way that they could care for the earth. - Children will compare the emotions and sensations associated with being left out to the feelings associated with being included. - Children will work together to discuss strategies that they can use to help others feel included. - Children will be asked to set some long-term goals and understand that gender does not affect one's dreams. - Children will discuss diversity in skin colours positively and will be able to express that people's skin is different shades of brown. - Children will practice strategies for peaceful conflict resolution based on empathising with others and conversation. </div> </div>					

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<p>Key objectives for the term/ Assessment points</p>	<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> - I understand my body can feel different emotions and that these emotions change throughout the day. - I am beginning to use taught strategies to manage my feelings. - I can link emotions with feelings inside my body. - I recognise that all emotions are ok even unpleasant ones. - I can name my five senses. - I can follow a simple instruction as part of a group. <p><u>Managing Self</u></p> <ul style="list-style-type: none"> - I am beginning to try new activities independently, with an adult or with peers. - I understand that rules are important to keep us safe and the importance of following rules. - I can put on and fasten my coat independently (zips and buttons). - I can fasten my shoes independently (buckles and Velcro). - I can dress and undress myself with little adult support. <p>- <u>Building Relationships</u></p> <ul style="list-style-type: none"> - I can take turns with support from an adult. - I understand the concepts 'same' and 'different' and I can celebrate and discuss our similarities and differences. - I can perform an 'act of kindness' and understand the positive impact that can have on another. 	<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> - I can use the strategies learnt in class to manage my emotions. - I can name my five senses and begin to describe how they can affect my emotions. - I can follow instructions and respond appropriately. <p><u>Managing Self</u></p> <ul style="list-style-type: none"> - I can try new activities independently, with an adult or with peers. - I can follow the class rules and behave accordingly. - I am beginning to develop confidence in myself and my unique talents. - I can dress and undress myself independently. <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> - I can take turns with others. - I understand that boys and girls should both express their feelings and that boys and girls can both do the same things. - I am beginning to demonstrate empathy towards others who have different ideas or interests. - I am beginning to demonstrate an understanding of compassion for those less fortunate than me. 	<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> - I can demonstrate an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly. - I can set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate. - I can 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><u>Managing Self</u></p> <ul style="list-style-type: none"> - I am confident to try new activities and show independence, resilience and perseverance in the face of challenges. - I can explain the reasons for rules, know right from wrong and try to behave accordingly - I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> - I can work and play cooperatively and take turns with others. - I can form positive attachments to adults and friendships with peers - I can show sensitivity to my own and to others' needs. - I can discuss strategies that can be used to help others feel included. - I can use strategies for peaceful conflict resolution based on empathising with others and conversation.
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Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me 	Seasonal Changes 	Environment and Sustainability 	Things That Grow 	Traditional Tales 	Healthy Me
Physical Development	<p>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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					
	<p>Gross Motor <i>Children will be taught to:</i></p> <ul style="list-style-type: none"> •Change direction to avoid others. •Look for space away from others. •Stop in a balanced position on their feet. •Take small steps to help them to stop. •Keep a gap between themselves and the person in front of you. •Look in the direction they are moving. - Move at a steady speed so that you can be followed by a partner. <p>Fine Motor</p> <ul style="list-style-type: none"> - Children will be taught to use a knife and fork to eat their lunch. - Children will start to show a preference for a dominant hand. - Children will be taught to hold the pencil in a comfortable pincer grip. 	<p>Gross Motor <i>Children will be taught to:</i></p> <ul style="list-style-type: none"> - Squeeze their muscles to make your body tense. - Bend their knees to help them to stop. •Take big steps to run and small steps to stop. •Bend their knee and push off in the opposite direction. •Turn their body to face a new direction. •Use small steps to help them to change direction. •Bend their knees to jump and land. •Look straight ahead and keep their chest up. - Bend their knees when landing. •Squeeze their muscles to balance. - Crawl using hands and feet. • March with high knees. •Slide using different parts of their body. • Use the pattern step, jump, step to gallop. 	<p>Gross Motor <i>Children will be taught to:</i></p> <ul style="list-style-type: none"> - Think about how each body part can move. - Move their body to a beat. - Use high, medium and low levels in their dance to help to make it look more interesting. - Use big, clear movements to help to tell a story. <p>Fine Motor</p> <ul style="list-style-type: none"> - Children will form letters for each sound in the alphabet, some of which are recognisable - Children will be given the opportunity to use scissors correctly, using the correct cutting technique to cut curved lines. - Children will be given the opportunity to build things with smaller linking parts such as Lego and K'nex. 	<p>Gross Motor <i>Children will be taught to:</i></p> <ul style="list-style-type: none"> •Sit up tall in a tuck shape. •Squeeze their muscles to help to keep their shape. •Straighten arms and legs when holding straight and star shapes. -Squeeze their muscles to help you to stay balanced. - Bend their knees and keep their chest up when landing - Stay in a shape during a roll. - Travel over, around and along apparatus. - Use rolls, balances, jumps and shapes. <p>Fine Motor</p> <ul style="list-style-type: none"> - Children will be taught to form recognisable letters for the full alphabet. - Children will be taught to cut out simple shapes independently. 	<p>Gross Motor <i>Children will be taught to:</i></p> <ul style="list-style-type: none"> - Bend down low and step forwards when rolling a ball, pointing their hand towards the target. - Keep their eyes on a ball. - Move their feet towards a ball when receiving. -Use wide fingers to grip a ball. - Throw an object whilst keeping their eyes on a target and letting go with their fingertips pointing towards the target. - Catch a ball using two hands. - Keep a ball under control using their feet by taking small, soft touches. - Put their standing foot next to a ball and kick using the inside of their foot. <p>Fine Motor</p> <ul style="list-style-type: none"> - Children will be expected to form most of their letters correctly. The letters will be 	<p>Gross Motor <i>Children will be taught to:</i></p> <ul style="list-style-type: none"> - Take small steps to help them to stop in a space. - Move around safely by navigating themselves into space. - Throw an object towards a target, pointing their fingers towards it as they release the object. - Change direction quickly to avoid others. - Tag somebody gently by touching them on the arm or back. <p>Fine Motor</p> <ul style="list-style-type: none"> - Children will be expected to form most of their lower case and uppercase letters correctly. The letters will be of the correct size and sat on the line - Children will be given the opportunity to use scissors correctly, using the correct cutting technique to cut more intricate shapes (e.g.









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	<ul style="list-style-type: none">- Children will be given opportunities to pick up small object with control.- Children will be given the opportunity to build things with larger linking blocks such as Duplo and Mega Blocks.	<p><u>Fine Motor</u></p> <ul style="list-style-type: none">- Children will be given opportunities to use one handed tools.- Children will now be expected to hold the pencil using the correct tripod grip.- Children will be given the opportunity to form the letters of their name correctly, on the line.- Children will be given the opportunity to use scissors correctly, using the correct cutting technique to cut in straight lines.			<p>of the correct size and sat on the line</p> <ul style="list-style-type: none">- Children will be given the opportunity to mix, knead and cut dough to make gingerbread men.	eye and mouth holes in a mask).
Key objectives for the half term/ Assessment points	<p><u>Gross Motor</u></p> <ul style="list-style-type: none">- I can change direction safely when running by bending my knees and facing the other way.- I can bend my knees when landing.- When running, I can use small steps to help me stop safely. <p><u>Fine Motor</u></p> <ul style="list-style-type: none">- I can use a knife and fork to eat my lunch.- I can hold a pencil correctly using a tripod grip.- I can cut in straight lines using scissors.- I can form all the letters in my name correctly.- I can build creations using larger joining parts such as duplo and mega blocks.	<p><u>Gross Motor</u></p> <ul style="list-style-type: none">- I can safely travel over, around and along apparatus.- I can keep my chest up and bend my knees to help me land safely.- I can squeeze my muscles to help me stay balanced.- I can hold a tuck, straight and star shape. <p><u>Fine Motor</u></p> <ul style="list-style-type: none">- I can form recognisable letters for the full alphabet.- I can use scissors to cut out curved shapes.- I am beginning to build creations using smaller joining parts (e.g. Lego).			<p><u>Gross Motor</u></p> <ul style="list-style-type: none">- I can catch a ball using two hands.- I can throw a ball towards a target.- I can keep a ball under control using my feet, using small soft touches.- I can move around safely, with consideration for others, by navigating myself into space.- I demonstrate strength, balance and coordination when playing. <p><u>Fine Motor</u></p> <ul style="list-style-type: none">- I can form most lower case and uppercase letters correctly. The letters will be of the correct size and sat on the line.- I can use scissors correctly, using the correct cutting technique to cut more intricate shapes such as the eye holes on a mask.- I am beginning to show accuracy and care when drawing.	



Reception Long Term Plan

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General Themes	All About Me 	Seasonal Changes 	Environment and Sustainability 	Things That Grow 	Traditional Tales 	Healthy Me 
Literacy	<p>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>Reading</p> <ul style="list-style-type: none"> - Children will be taught to read individual letters by saying the sound for them. - Children will be taught to blend sounds into words, so that they can read short words made up of known letter-sound correspondences. - Children will be able to recount simple stories, with support. Focusing on the beginning, middle and end as key points. <p>Writing</p> <ul style="list-style-type: none"> - When forming letters, children will be taught to form them correctly. - Children will be taught to write their name confidently with most of the letters formed correctly. - Children will be taught to write the initial sound in words and begin to write VC words. - Children will begin to read what they have written. 	<p>Reading</p> <ul style="list-style-type: none"> - Children will be taught to read some letter groups that each represent one sound, and say the sound for them. - Children will be introduced to common exception words and will be taught to read these. - When discussing books, children will be taught to use the correct vocabulary to name the related concepts, for example: character, setting, beginning and end. - Children will be able to sequence three or more events in a story when re-telling. <p>Writing</p> <ul style="list-style-type: none"> - Children will form all of the letters in their name, and some other letters, correctly. - Children will be taught to write simple CVC labels. - Children will be taught to segment a word before writing it. - Children will be taught to read what they have written. 	<p>Reading</p> <ul style="list-style-type: none"> - Children will begin to read short phrases and captions that are made up of words with known letter sounds. - Children will continue to learn common exception words in the order delivered by the school's phonics scheme. - Children will be taught to discuss how stories have 'problems' and how they are often solved at the end of a story. - Children will be able to verbally retell a well-known story. <p>Writing</p> <ul style="list-style-type: none"> - Children will now be able to form all letters of the alphabet, some of which are formed correctly. - Children will write a simple CVC label independently. - Children will be taught to leave spaces between words when writing a caption or phrase. 	<p>Reading</p> <ul style="list-style-type: none"> - Children will continue to read captions and phrases and will begin to read books to build their confidence in word reading, fluency, understanding and enjoyment. - Children will be taught to imagine and speculate what might happen next in a story. - Children will start to choose books independently based on their own interests. - Children will be encouraged to link what they read in a book to their own experiences. <p>Writing</p> <ul style="list-style-type: none"> - Children will form recognisable letters for the full alphabet. - Children will be taught to write a short caption independently using taught GPCs. - Children will begin to write simple sentences. Using taught GPCs. 	<p>Reading</p> <ul style="list-style-type: none"> - Children will be expected to be able to say a sound for each letter in the alphabet and at least ten digraphs. - Children will be able to recount simple stories, looking for patterns and comparing books where appropriate. <p>Writing</p> <ul style="list-style-type: none"> - Children will form most letters correctly, sitting them on the line. - Children will be taught to write sentences using taught GPCs, focusing on the use of capital letters, letter spacing and full stops. - Children will orally rehearse their sentences before writing. - Children will re-read what they have written to check that it makes sense. 	<p>Reading</p> <ul style="list-style-type: none"> - Children will read aloud words and sentences that are consistent with their phonic knowledge, including some common exception words. - When discussing books, children will be encouraged to use the terms: author, blurb, contents page and index. <p>Writing</p> <ul style="list-style-type: none"> - Children will form most capital and lowercase letters correctly, sitting them on the line. - Children will write sentences independently using the GPCs taught. The sentences will include capital letters, letter spacing and full stops. - Children's work will be able to be read by themselves and others. - Children will begin to write a sequences of 2-3 purposeful fiction or non-fiction sentences.

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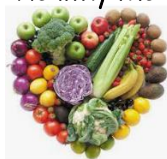


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		- Children will begin to write captions, focussing on the spacing between words.		- Children will be taught to orally rehearse a sentence or phrase before writing it.	
Key objectives for the half term/ Assessment points	<p><u>Reading</u></p> <ul style="list-style-type: none">- I can say the sound for each letter in the alphabet- I can read short CVC words made up of known GPCs- I can read some common exception words.- I can sequence three or more events when retelling a story <p><u>Writing</u></p> <ul style="list-style-type: none">- I can write a simple CVC words using the taught GPCs- I can write my name and form all of the letters correctly- I can segment a CVC word before writing it	<p><u>Reading</u></p> <ul style="list-style-type: none">- I can say the sound for each letter of the alphabet and at least 5 digraphs.- I can read the common exception words that I have been taught- I can read captions and phrases made up of known GPCs- I can verbally retell a well-known story.- I am beginning to link what I hear in books with my own experiences.- I am beginning to predict what might happen next based on what I have heard. <p><u>Writing</u></p> <ul style="list-style-type: none">- I can form recognisable letters for the full alphabet- I can leave spaces between words when writing- I can write a short caption or phrase using taught GPCs- I can orally rehears a sentence before writing it, breaking the flow of speech into words	<p><u>Reading</u></p> <ul style="list-style-type: none">- I can say the sound for each letter of the alphabet and at least 10 digraphs.- I can retell simple stories, looking for patterns and comparing books where appropriate.- I can read aloud words and sentences that are consistent with my phonic knowledge, including some common exception words.- When discussing books, I can use the terms: beginning, middle, end, author, blurb, index page and glossary <p><u>Writing</u></p> <ul style="list-style-type: none">- I can form most lowercase and capital letters correctly.- I can write sentences independently using the GPCs taught. The sentences will include capital letters, letter spacing and full stops.- I can re-read what I have written to check it makes sense.		



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me 	Seasonal Changes 	Environment and Sustainability 	Things That Grow 	Traditional Tales 	Healthy Me 
Maths	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
	<p>Numerical Pattern/ Number <i>Matching</i> – Children are given the opportunity to match two items that are exactly the same. <i>Sorting/comparing amounts</i> – Children learn that collections of objects can be sorted into sets based on attributes such as colour, size or shape.</p> <p>Shape, Space and Measure <i>Compare size</i> – Children are encouraged to use words such as big and little, large and small to describe a range of objects and amounts. <i>Making simple patterns</i> – Children will copy, continue and create their own AB patterns.</p>	<p>Numerical Pattern/ Number <i>Representing, composing and comparing 1, 2 and 3</i> – Children identify representations of 1, 2 and 3. They subitise or count to find how many and make their own collections of 1, 2 and 3. <i>Counting to, representing and composing 4 and 5</i> – Children count on and back to 4/5. They count or subitise sets of 4/5 objects to find how many and make their own collections of objects. <i>One more, one less</i> - Children continue to count, subitise and compare as they explore one more and one less.</p> <p>Shape, Space and Measure <i>Circles and triangles</i> – Children learn that circles have one curved side and triangles have three straight sides. <i>Shapes with 4 sides</i> – Children learn that squares</p>	<p>Numerical Pattern/ Number <i>Introducing zero</i> – Children learn that the number name zero and the numeral 0 represents 'nothing there' or 'all gone'. <i>Comparing numbers to 5</i> – Children continue understand that when comparing numbers, one quantity can be more than, less than or equal to another quantity. <i>Counting to and composing 6, 7 and 8</i> – Children continue to apply the counting principles when counting to 6, 7 and 8. They represent the numbers in different ways and can count out the required amount from a larger group. <i>Making pairs</i> – Children build on their earlier work on matching to match and make pairs. They understand that a pair is two. Children will develop an early understanding of an 'odd</p>	<p>Numerical Pattern/ Number <i>Counting to, representing and composing 9 and 10</i> – Children continue to apply the counting principles when counting to 9 and 10 (forwards and backwards). They represent 9 and 10 in lots of different ways and conceptually subitise these larger numbers. <i>Comparing numbers to 10</i> – Children continue to make comparisons by lining up objects with 1-1 correspondence to compare them directly or by counting each set carefully and comparing their position in the counting order. <i>Number bonds to 10</i> – Children explore number bonds to 10 using real objects in different contexts.</p> <p>Shape, Space and Measure <i>Time (sequencing)</i> - Children use language such as now, before, later, soon, after, then</p>	<p>Numerical Pattern/ Number <i>Building numbers beyond 10</i> – Children will build and identify numbers to 20 (and beyond) using a range of resources. Children see that larger numbers are composed <i>Counting patterns beyond 10</i> – Regular opportunities are provided for children to count on and back beyond 10. <i>Adding more</i> – Children will use real objects to see the quantity of a group can be changed by adding more. <i>Taking away</i> - Children will use real objects to see the quantity of a group can be changed by taking items away.</p> <p>Shape, Space and Measure <i>Spatial reasoning: match, rotate and manipulate</i> – Children will learn to select, rotate and flip shapes to fit in a given space.</p>	<p>Numerical Pattern/ Number <i>Doubling</i> – The children will learn that double means 'twice as many'. They will be given opportunities to build doubles using real objects and mathematical equipment. <i>Sharing and grouping</i> - Children will develop their understanding of sharing to distribute amounts evenly, commenting on amounts that are odd and even. <i>Even and odd</i> - The children begin to understand that some quantities will share equally into 2 groups and some won't. They may also notice that some quantities can be grouped into pairs and some will have one left over.</p> <p>Shape, Space and Measure <i>Spatial reasoning, replicating models, patterns and relationships</i> - Children understand that places and models can be replicated and need to experience looking at</p>

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		<p>and rectangles have four straight sides and four corners.</p> <p><i>Spatial awareness (positional language)</i> – Children hear and begin to use positional language to describe how items are positioned in relation to other items.</p> <p>Time (night and day) – Children talk about night and day and order key events in their daily routines.</p>	<p>amount’ as a quantity that cannot be equally paired.</p> <p><i>Combining groups</i> – Children begin to combine two groups to find how many altogether.</p> <p><u>Shape, Space and Measure</u></p> <p><i>Comparing Mass</i> – Children will use the words heavy and light, heavier and lighter and heaviest and lightest to make comparisons.</p> <p><i>Comparing capacity</i> – Children will build on their understanding of full and empty to show half full, nearly full and nearly empty containers.</p> <p><i>Length and height</i> – Children begin to use more specific language to describe length (longer/shorter) and height (taller/shorter).</p>	<p>and next to describe when events happen.</p> <p><i>3-D shape</i> – Children naturally explore 3-D shapes. They will investigate which shapes roll and which shapes stack, and why.</p> <p><i>Pattern</i> – Children build on their understanding of AB patterns to copy, complete and create AAB, ABB, AABB and AABBB patterns.</p>	<p><i>Spatial reasoning: compose and decompose</i> – Children will learn that shapes can be combined and separated to make new shapes.</p>	<p>these from different positions.</p> <p><i>Spatial reasoning, mapping</i> - The children understand that we can make maps and plans to represent places and use these to see where things are in relation to other things. Children will locate features on a map of our outdoor area.</p>
Key objectives for the half term/ Assessment points	<p><u>Numerical Pattern/ Number</u></p> <ul style="list-style-type: none">- I can represent, compose and compare numbers to 5.- I can count up to, and back from, the number 5.- I can tell you what one more or one less is when working with numbers to 5.- I can subitise sets of up to 5 objects <p><u>Shape, Space and Measure</u></p> <ul style="list-style-type: none">- I can compare two objects by size- I can make a simple AB pattern- I know what a circle is and I can tell you that a circle has one curved side.- I know what a triangle is and I can tell you that a triangle has three straight sides.- I know what a square and a rectangle are and that they both have four straight sides and four corners.	<p><u>Numerical Pattern/ Number</u></p> <ul style="list-style-type: none">- I can count to 10 (forwards and backwards)- I can represent all numbers up to 10 in lots of different ways- I can recall most of the number bonds to 5- I can recall some number bonds to 10- I know that an odd amount is an amount that cannot be shared equally or cannot be paired.- I can combine two groups of items to make a larger amount (within 10) <p><u>Shape, Space and Measure</u></p> <ul style="list-style-type: none">- I can compare the mass of two items using the words heavier/lighter.- I can compare the volume of liquid in two containers.- I can compare the capacity of two or more containers.- I can compare the length of two or more items using the words longer/shorter.- I can compare the height of two items using the words taller/shorter.- I can use the words: now, before, later, soon, after, then and next to describe when events happen.- I can copy, complete and create AAB, ABB, AABB and AABBB patterns.- I can tell you which 3D shapes roll and which shapes stack, and why.	<p><u>Numerical Pattern/ Number</u></p> <ul style="list-style-type: none">- I can recall all of the number bonds to 5- I can recall some number bonds to 10- I can verbally count beyond 20, recognising the pattern of the counting system.- I can distribute amounts equally and tell you when a number is odd/even.- I can tell you some double facts (within 10)- I can compare quantities up to 10 and can tell you when an amount is greater than, less than or equal to another amount. <p><u>Shape, Space and Measure</u></p> <ul style="list-style-type: none">- I can select, rotate and flip shapes to fit in a given space.- I can combine two shapes to make different shapes.- I can make maps and plans to represent places.- I can locate features on a map of our outdoor area.			

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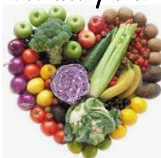
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me 	Seasonal Changes 	Environment and Sustainability 	Things That Grow 	Traditional Tales 	Healthy Me 
Understanding the World	Understanding the world involves guiding 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.					
<u>Past and Present</u> Chronology (Language and terminology, sequence, duration, sense of period and events across time) Own life and family history Figures/characters, settings and events from the past Familiar situations from the past (similarities and differences) <u>People, communities and communities</u> My family and community (culture, religion/beliefs) Occupations Local environment Life in the UK and other countries <u>Natural world</u> Materials Animals (including humans) / Plants	<u>Past and Present</u> – Creating a timeline of the children's experiences on the months of the year display. – Children will observe pictures from when they were younger and comment on the similarities and differences. – Children will see pictures of family from the past and discuss similarities and differences. – Children will listen to stories about astronauts that have travel to space, including the first trip to the moon in 1969. – Children will discuss birthdays and how they are an annual event that is only celebrated once every year. <u>People, Culture and Communities</u>	<u>Past and Present</u> – Creating a timeline of the children's experiences on the months of the year display. <u>People, Culture and Communities</u> – Children will walk to Fletcher Moss. – Children saying 'hello' in home and different languages for the register. – Children will learn and perform the nativity story and discuss that Christmas is a Christian celebration. – Children will learn about Diwali and the people that celebrate it. <u>Natural World</u> – Children will investigate different materials and test which are waterproof.	<u>Past and Present</u> – Creating a timeline of the children's experiences on the months of the year display. – Children will have a visit from 'Thomas the Gorilla'. He will talk to them about how the world has changed because of deforestation and how the world may look in the future. – Children will be shown how the Polar ice caps have been melting over time and then discuss the current situation. <u>People, Culture and Communities</u> – Children will be introduced to the different occupations of people who help us through learning about sustainability and caring for our environments. – Children will go for a walk around the outer perimeter	<u>Past and Present</u> – Creating a timeline of the children's experiences on the months of the year display. – Children look at pictures of themselves in the past when learning about 'time' in Maths – We will discuss the difference between years, months and days as well as some smaller measurements of time. – Children will discuss how humans grow and age from being a baby, right through to being elderly. <u>People, Culture and Communities</u> – Children will go pond dipping for tadpoles. Investigating the pond water. – When learning about 3D shape in Maths, children will be looking at the similarities and differences between	<u>Past and Present</u> – Creating a timeline of the children's experiences on the months of the year display. – Children continue to develop a sense of a 'long time ago' when reading traditional tales. <u>People, Culture and Communities</u> – Children will learn about spatial awareness and mapping in Maths. They will create their own maps, draw information from maps to find different features as well as navigating themselves and Bee-bots to destinations. – Children will learn about Eid and the people that celebrate it. – Children will meet the kitchen staff and go on a visit to the Kitchen to bake a gingerbread house.	<u>Past and Present</u> – Creating a timeline of the children's experiences on the months of the year display. <u>People, Culture and Communities</u> – Children will be introduced to the different occupations of people who help us such as farmers and dentists. – Children will have a visit by a dentist. – Children will have a visit by (Steph from Tesco) to learn about the importance of healthy eating and to learn about where our food comes from. – Children will visit a farm. – Children talk about their journey to and from school and discuss what they see en-route.

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Different environments/countries Natural phenomena How things work/exploring different processes	<ul style="list-style-type: none">- Parents and Grandparents invited in to school, sharing events and customs.- Children develop a narrative imitating family and retelling family events in small world play and role play.- Children identify their family in photographs, drawing on similarities and making comparisons between other families.- Children explore and discuss their immediate family and community when reading fictional stories about families.- Children share news at PM group time discussing festivals they have celebrated, holidays and family visits.- Children will be introduced to the different occupations such as 'hairdressers' in areas such as role play and small world.- Children discuss holidays and places they have been beyond their local community. Pictures of their holiday will be added to the class timeline. <p><u>Natural World</u></p> <ul style="list-style-type: none">- Children will be exploring magnets in the investigation area. Sorting objects that are magnetic/non-magnetic.	<ul style="list-style-type: none">- Children will go on a nature/sensory walk around the school grounds to observe the changes in seasons. Children will be looking for signs that it is Autumn.- Children will investigate how light travels through transparent and naturally found materials using a light box.- Children will have an early encounter of the water cycle and will discuss how rain falls and flows to the oceans or seas.- Children will learn about freezing and melting as they explore snow, ice cube painting and ice balloons. They will discover that this process is reversible and can be repeated a number of times.- Children will create a collage representation of the four seasons using natural found objects and materials such as, leaves, petals, twigs and grass.	<p>of school looking for litter. We will collect it and bin it to improve our own local environment. .</p> <ul style="list-style-type: none">- Children will learn about Chinese New Year and the people that celebrate it. <p><u>Natural World</u></p> <ul style="list-style-type: none">- Children will be visited by a gorilla as they learn about environments and the impact humans have on the environment.- Children will use binoculars and a checklist to locate, listen and observe birds.- Children will be exploring different processes as they learn how to cook noodles for Chinese New Year.- Children will be introduced to recycling and how it can take care of our world. Use texts and online resources to look at what rubbish can do to our environments and animals.- Children will be using books and online resources to find out about animals/nocturnal animals living in contrasting environments/countries. Making suitable environments for small world animals, differentiating between land and water.	<p>homes/buildings in the UK and around the world.</p> <ul style="list-style-type: none">- Children will learn about Holi and the people that celebrate it.- Children will learn about Ramadan. <p><u>Natural World</u></p> <ul style="list-style-type: none">- Children will experience egg hatching.- Children will learn about the life cycles of animals and seeds.- Children will collect a wide variety of pips and seeds from flowers and fruits. Look at them under magnifying glasses.- Children will be planting sunflowers for the sunflower growing competition.- Children will be planting potatoes in the allotment space.- Children will investigate the habitats of different animals and compare the habitats to those of the minibeasts studied last year.- Children will learn about the changing states of matter such as, floating and sinking.	<p><u>Natural World</u></p> <ul style="list-style-type: none">- Children will be exploring different processes as they learn how to bake a gingerbread cottage in the school kitchen.- Children will explore joining and testing different materials in the investigation area. Eg. when building a house for the three little pigs.	<p><u>Natural World</u></p> <ul style="list-style-type: none">- Children will pull up the potatoes that were planted earlier in the year.- Children will explore different plants and foods through their senses of touch, smell and sight. Eg. smelly pots/sensory boxes.- Children will learn about where different foods grow and why they grow there.- We will cook different vegetables to observe how they change when cooked. We will discuss how these processes are irreversible.
Key objectives for the half term/ Assessment points	<p><u>Past and Present</u></p> <ul style="list-style-type: none">- I am beginning to comment on images of familiar situations in the past, noting some similarities and differences. <p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none">- I understand there are different people in our community.- I can make a model of my house and tell you where I live.- I understand that life in this country and life and celebrations in other countries is sometimes different.	<p><u>Past and Present</u></p> <ul style="list-style-type: none">- I can comment on images of familiar situations in the past, noting some similarities and differences. <p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none">- I am beginning to discuss and compare the differences and similarities between people in our community.- I am beginning to compare life in this country with life and celebrations in other countries.	<p><u>Past and Present</u></p> <ul style="list-style-type: none">- I can talk about the lives of the people around them and their roles in society- I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class- I understand the past through settings, characters and events encountered in books read in class and storytelling. <p><u>People, Culture and Communities</u></p>			

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	<ul style="list-style-type: none"> - I understand that school and home are two separate 'places'. - I understand that maps and globes help us to find where a place is. <p style="text-align: center;"><u>Natural World</u></p> <ul style="list-style-type: none"> - I can recall common weather patterns and notice patterns/clusters in weekly weather. - I can talk about how Summer changes into Autumn. - I can tell you about some creatures that are active at night and that some go to sleep in the winter. - I can use accurate/scientific language to describe features of weather. - I can explain what happens when ice is exposed to heat, I understand that this change can be reversed and repeated. 	<ul style="list-style-type: none"> - I can discuss my journey from home to school using some directional language. - I am beginning to locate places on a map of the school grounds. - I am beginning to draw maps to show where things are located. <p style="text-align: center;"><u>Natural World</u></p> <ul style="list-style-type: none"> - I can talk about how Autumn changes to winter. - I can talk about how Winter changes into Spring. - I can talk about the natural world around me (frosty grass, bare trees, buds, new growth, puddles). - I can name, observe and draw animals with common features. - I can tell you what a plant needs to grow and I will care for my own plants that I grow in school. - I can tell you the negative impact humans are having on the environment. - I can list at least two ways that we can help 'save our planet'. - I understand very simple features of the life cycle of creatures hatching from eggs (chickens/birds, caterpillars, frogs). 	<ul style="list-style-type: none"> - I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps • I know some similarities and differences between different religious and cultural communities in this country, drawing on my experiences and what has been read in class. • I 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. - I can confidently describe my route to school using directional language. - I can confidently locate places on a map of the school grounds. - I can draw simple map to show where things are located. <p style="text-align: center;"><u>Natural World</u></p> <ul style="list-style-type: none"> - I can describe the characteristics of materials. - I can describe and explore 'properties' of food. - I know that some materials and food change when cooked and that some of these changes are irreversible. - I explore the natural world around me, making observations and drawing pictures of animals and plants. - I know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read to me in class. - I understand some important processes and changes in the natural world around me, including the seasons and changing states of matter.
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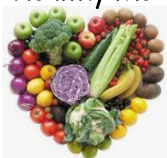
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me 	Seasonal Changes 	Environment and Sustainability 	Things That Grow 	Traditional Tales 	Healthy Me 
Expressive Arts and Design	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>					
	<p><u>Creating With Materials</u></p> <ul style="list-style-type: none"> - Children will be taught how to change the tone of a colour. Children will add small amounts of brown to white to create the desired skin tone. - Children will paint a self-portrait, using smaller brushes to add details. - Children will use art straws or rolled paper to create a toy kite. - Children will use different collage materials, attaching them to paper to make an animal mask. - Children will begin to explore how to use junk modelling, attaching two 3D objects in a variety of different ways. - Children will use different craft materials to create a 'funky' hairstyle. <p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> - The role-play area theme will be 'New Baby'. Children will be given the opportunity to role-play looking after a 	<p><u>Creating With Materials</u></p> <ul style="list-style-type: none"> - Children will use oil pastels to create a piece of work in the style of Kandinsky - Children will print using sliced tubes to create a firework picture, commenting on the colours made when two primary colours are mixed together. - The children will use cotton wool balls to recreate clouds from our story 'Little Cloud'. - Children will collect leaves from our outdoor area to create an autumn tree. Attaching the leaves to the paper with glue and celotape. - Children will use paint to make a seasonal tree painting. Using cotton buds to add the paint to the picture. <p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> - The role-play area theme will be 'Celebrations'. This half term children will: - Listen to linked cultural music and dance 	<p><u>Creating With Materials</u></p> <ul style="list-style-type: none"> - Children will discuss the importance of recycling and use junk modelling materials to create 'new' things. - Children will collect leaves and use them to make a leaf print. The leaves they create will be added to a class tree. - Children will use oil pastels to create a picture of a fish. - Children will use junk modelling to create something that they have designed. They will use more 3d objects and join them to create their desired outcome. - Children will explore mixing colours when painting a still life drawing of flowers. They will investigate how mixing two primary colours makes a secondary colour. - Children will try ice painting, using coloured ice cubes to create an illustration. - Children will shape paper in different ways to create a paper aeroplane for a plane throwing competition. 	<p><u>Creating With Materials</u></p> <ul style="list-style-type: none"> - Children will roll, squash and manipulate clay to make their own plant pot. - Children will use craft materials to make some new glasses for the Giant. - Children will create a still life painting of sunflowers in the style of Van Gough. - Children will mix colours to make green, then paint a frog picture. <p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> - The role-play theme will be 'Healthy Living'. This half term children will: - Talk about what we need to do to keep healthy using prior knowledge and books - Unpack and sort shopping - - Try a range of exercises - Talk about how the exercises make them feel - Lead an exercise class - Pack gym bag - Read and follow healthy recipes 	<p><u>Creating With Materials</u></p> <ul style="list-style-type: none"> - Children will use different textured materials to build 3D models of the little pig's houses. - Children will use junk modelling to make a new chair for baby bear to sit on. - Children will mix ingredients and make their own gingerbread dough. Rolling it out using a rolling pin. - Children will use sponges to paint with. Printing grey paint on a headband to make a wolf head dress. <p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> - The role-play theme this half term will be 'New Puppy'. Children will be given the opportunity to: - Talk about how to look after the puppy using prior knowledge and books - Name the puppy - Take care of the puppy – feed / bath / take to vets / take for a walk / put to bed / train 	<p><u>Creating With Materials</u></p> <ul style="list-style-type: none"> - Children will use potatoes to print an image on paper, using paint. - Children will make their own salad using different vegetables they have available. - Children will chop different fruit and vegetables and use them to print images on paper. - Children will make their own colour monsters using the different craft materials available. <p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> - The role-play theme this half term will be 'Holiday Time'. Children will: - Talk about places the children have been on holiday to, or places they would like to go. - Pack the suitcase - Listen to and dance to music from destination country - Read / write packing list

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	<p>baby. They will be given the opportunity to:</p> <ul style="list-style-type: none"> -Set the table for supper with the high chair - Hold and feed the baby with the bottle - Change the baby's nappy - Bath the baby and dress in baby grow - Get baby ready for bed and read a bedtime story - Make baby food using the recipe – make own recipes - Write a new baby card - Make a name label for the baby's cot - Use baby catalogue to write a shopping list - Sort and tidy away baby clothes - Weigh the baby - Compare babies' weights and lengths - Sequence a visual time table for the baby's day - Draw a family portrait and label to go by the baby's cot <p>- Where appropriate, children will use small world characters and equipment to retell the story of the week. Children will play the part of the characters when telling each stage.</p>	<ul style="list-style-type: none"> - Decorate the home – linked to chosen festival - Wrap a present and label with tag - Get dressed for the party - Make an invitation list - Read / write - invitations - Use catalogues to make a shopping list - Read / design & write cards - Write name cards for the guests - Write a wish list for presents - Write a message to Santa - Set the table – how many guests - Use advent calendar to count down the number of sleeps - Talk about shapes of parcels; and patterns on wrapping paper - Talk about and read books about the special places people go to during the festival/s - Sing - Happy ... to you – in different languages <p>- Where appropriate, children will use small world characters and equipment to retell the story of the week. Children will play the part of the characters when telling each stage.</p>	<p>-Children will use finger painting techniques to decorate tree pictures.</p> <ul style="list-style-type: none"> - Children will make a leaf collage using leaves they collect from outside. <p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> - The role-play area theme will be 'Fix it Time'. Children will: - Talk about things that need fixing and use prior knowledge and books to make suggestions for a solution - Dress / undress for different occupations - Work together as a team to fix the house - Phone to get help; explain the problem - Read lanyards to decide role - Write list of jobs / tools - Measure / weigh - Use vocabulary to; compare lengths of tools and materials; compare / measure time - Use blocks and other shapes to build e.g. wall - Use map to give directions - Design and make patterned wall paper <p>- Where appropriate, children will use small world characters and equipment to retell the story of the week. Children will play the part of the characters when telling each stage</p>	<ul style="list-style-type: none"> - Write meals and exercises planner - Write recipes (ingredients and instructions) - Write shopping list for healthy food – including numbers needed or cost - Take a register for an exercise class - Sort fruit and veg / healthy & unhealthy - Tally exercise on a chart - Uses timers - Do exercises to music - Invent and record own exercise routine - Plant food seeds – read / write instructions for planting and care for plant & label plant pot <p>- Where appropriate, children will use small world characters and equipment to retell the story of the week. Children will play the part of the characters when telling each stage</p>	<ul style="list-style-type: none"> - Read and write puppy instruction cards e.g. sit, wait, beg, stand, stay, sleep - New puppy card or dog birthday card - Write shopping list for pet shop - Write instructions for dog walker / pet sitter - Read / write fact card for puppy - Fill in vet card - Draw and label dog walk map - Composition of number using different coloured dog biscuits e.g. today the dog can have 7 biscuits - Dog play date – share and double toys and biscuits - Weigh biscuits to check the same amount - Talk about life cycle of animals & predict how the puppy will change <p>- Where appropriate, children will use small world characters and equipment to retell the story of the week. Children will play the part of the characters when telling each stage</p>	<ul style="list-style-type: none"> - Write a list of places we would like to go – using maps; brochures and fact cards - Write instructions for the house / pet sitter - Read / write a postcard - Make a passport - Talk about what will be the same / different about the places they are going – including weather, food, places to visit, music, language - Look at maps to decide how they should travel and how far away it is e.g. near / far - Talk about and pack clothes suitable for the weather - Make aeroplane / bus / boat / train – with seat number (including odd and even numbers on tickets) <p>- Where appropriate, children will use small world characters and equipment to retell the story of the week. Children will play the part of the characters when telling each stage</p>
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<p>Key objectives for the half term/ Assessment points</p>	<p><u>Creating With Materials</u></p> <ul style="list-style-type: none"> - I can paint and draw a self-portrait. - I can use colours for a purpose. Naming the primary colours and mixing those to make secondary colours. - I can use rolled up paper and art straws, pipe cleaners to create structures and objects. - I can create work in the style of Kandinsky - I can draw bodies of an appropriate size when representing my family. - I can use different size brushes, selecting fine brushes to add detail. - I can develop simple patterns by printing with objects using range of materials. - I can use paints and brushes to make a range of marks – dots, dabs, zig zags, wavy. - I can return to and build on my previous learning, refining ideas - I can construct with a purpose and I can adapt my construction to achieve a desired outcome. <p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> - I can sing in a group or on my own, matching the pitch and following the melody. - I can request a favourite song/rhyme. - I can sing along to favourite pop songs. - I can develop storylines in my pretend play. - I can develop storylines through small-world or role-play with peers. - I can create my own beats with musical instruments/body percussion. - I know and join in with nursery rhymes and favourite songs. - I can make up my own songs. - I can take part in simple, pretend play often based on familiar experiences. - I can play cooperatively as part of a group to develop and act out a narrative. - I can listen to music and talk about how it makes me feel. 	<p><u>Creating With Materials</u></p> <ul style="list-style-type: none"> - I can use larger scale loose parts to create. - I can create collaboratively, sharing ideas, resources and skills. - I can improve my models. - I can participate in collaborative, creative activities. - I can use rolled up paper and artstraws, pipecleaners to create structures and objects. - I can select tools and techniques needed to shape, assemble and join materials. - I can work in a group to create a 3D model, using materials such as paper to add extra detail. <p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> - I can change a song/rhyme to create a desired effect. - I can use enhancements to extend my imaginative play. - I can use fabric, boxes, tubes and joining materials to make props. - I can talk about my favourite music or song and why I like it. - I can sing songs from own culture in home language. - I can use different materials (larger sizes), to add to costumes and make my own. - I can move my body in a variety of ways to a song or piece of music. 	<p><u>Creating With Materials</u></p> <ul style="list-style-type: none"> - I can mix colours and know how to change the shade of colour. - I can use a variety of art tools with greater accuracy. - I can choose materials to achieve a goal. - I can explain how I created something to my peers including why I chose a particular technique/material and how it is fit for purpose. - I can return to and extend my creative learning. <p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> - I can perform familiar songs/rhymes in a small group and make it sound nice. - I can create more complex narratives in my pretend play, building on the contributions of my peers. - I can retell parts of familiar stories through use of puppets, toys, masks or small-world. - I can engage in music and follow a story map creating a musical accompaniment. - I can perform in a performance. - I can dance in a sequence of learnt moves.
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