



# Reception Long Term Plan 22-23

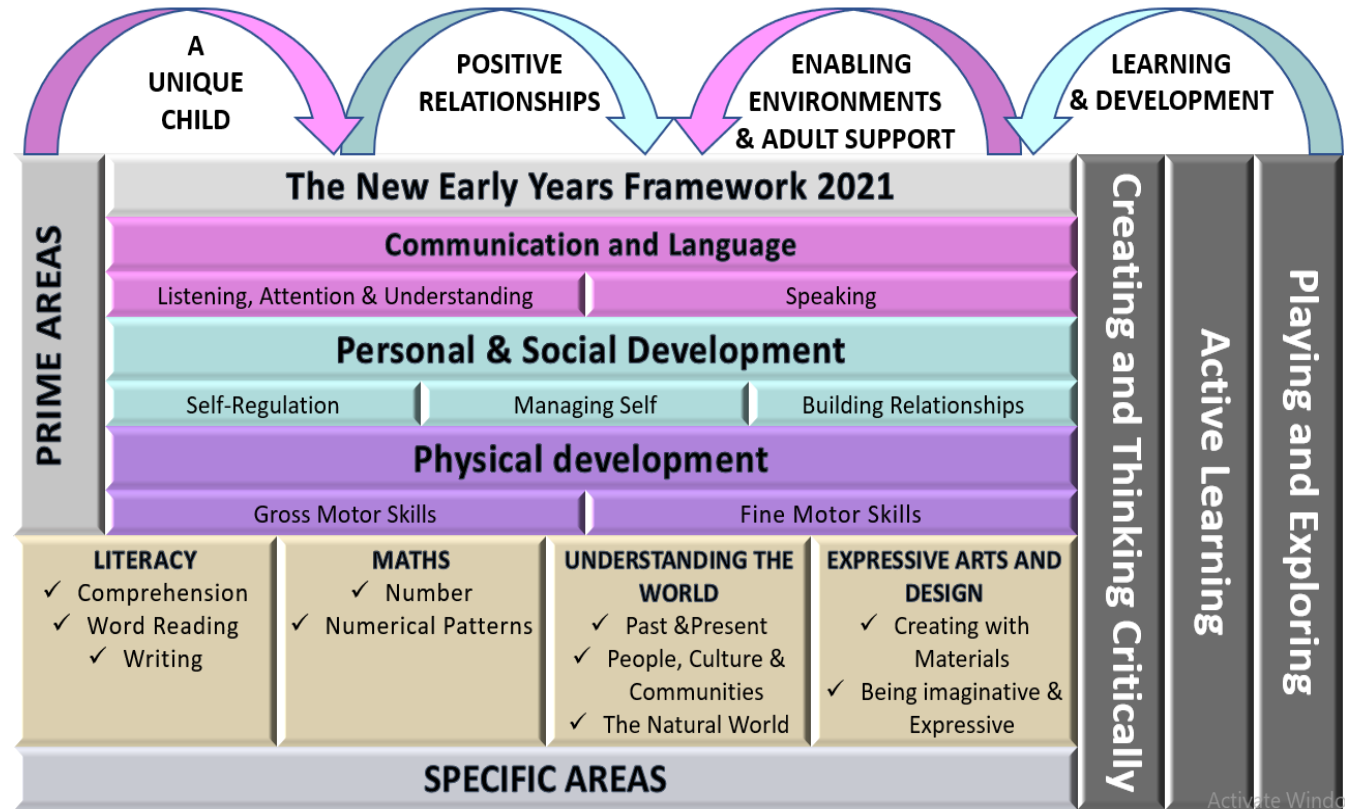
## Intent:

At St Joseph's our aim is to provide an ambitious curriculum for our children in the EYFS. We aim to create an environment that reflects the current needs of the pupils and constantly adapts to ensure it meets their ever-changing needs. We aim to ensure all children are able to flourish regardless of backgrounds, circumstances or needs. We intend to create strong relationships with pupils to ensure they know our school is a safe and secure place for them to learn and develop. We aim to work collaboratively with parents and carers to encourage independent, enthusiastic learners who thrive and reach their full potential. It is our intent that children who enter our EYFS begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning.

We recognise that children at St Joseph's start their journey with us at a range of starting points. We ensure we take these starting points into consideration so that every child has access to a broad, balanced and differentiated curriculum which prepares them for now and for the future in terms of opportunities and experiences. Our curriculum considers children's interests, individual needs and is grounded in the EYFS Framework to ensure child initiated and adult led activities support children's learning and development and to achieve their next steps. We have high expectation for our children and encourage them to develop their perseverance and self-belief. We encourage positive learning behaviours through our Star of the Week assemblies which focus on a key aspect of the Characteristics of Effective Teaching and Learning.

Our EYFS curriculum aims to enable our children to be:

- Inquisitive about the world around them
- Confident to learn new skills
- Resilient when faced with a challenge
- Effective communicators
- Caring individuals
- Proud of themselves and their achievements
- Regulate their feelings and develop a sense of wellbeing





# Reception Long Term Plan 22-23

|                | Autumn 1      | Autumn 2       | Spring 1 | Spring 2                  | Summer 1           | Summer 2 |
|----------------|---------------|----------------|----------|---------------------------|--------------------|----------|
| General Themes | Who Helps Us? | Into the Woods | Space    | Minibeasts and Megabeasts | Food Glorious Food | Imagine  |

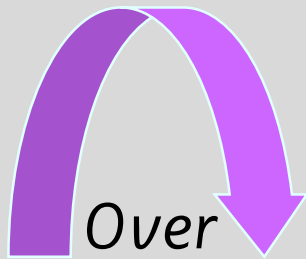


### Characteristics of Effective Learning

**Playing and exploring:** - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

**Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

**Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.



Over  
Archiving  
Principles

**Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.

**Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

**Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

**Learning and Development:** Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

**PLAY:** At St Joseph's, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'

**We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.**



# Reception Long Term Plan 22-23

|  | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2   |
|--|--|--|--|--|---|--|
| <b>General Themes</b><br>These themes may be adapted at various points to allow for children's interests | <b>Who Helps Us?</b><br>(my family, my friends, my home, people who help me)   | <b>Into the Woods</b><br>(woodland creatures, woodland setting, nocturnal animals)   | <b>Space</b><br>(planets, astronauts, rockets, aliens, stars, sun, moon)   | <b>Minibeasts and Megabeasts</b><br>(minibeasts, insects, habitats, dinosaurs, large land and sea creatures)   | <b>Food Glorious Food</b><br>(fruit, vegetables, taste, senses, growing, cooking, baking)   | <b>Imagine</b><br>(imagination, story-telling, role play, performance, acting, fairytales)   |
| <b>High quality Texts</b>  | A Squash and a Squeeze<br>Monkey Puzzle<br>Mr Big<br>My Mum is Fantastic<br>My Dad is Brilliant<br>Pumpkin Soup<br>The Colour Monster<br>The Colour Monster goes to school | The Gruffalo<br>We're Going on a Bear Hunt<br>Bear spotting<br>The Gruffalo's Child<br>Little Red Riding Hood<br>Goldilocks and the Three Bears<br>The Owl Who was Afraid of the Dark<br>Night Monkey, Day Monkey<br>Non-fiction books | Professor Astro Cat's Solar System<br>Look Up!<br>How to catch a star<br>Beegu<br>The Way Back Home<br>Whatever Next!<br>Man on the Moon<br>Astro Girl | Superworm<br>Yucky Worms<br>The Very Hungry Caterpillar<br>Mad about Minibeasts<br>If I had a Dinosaur<br>Mad about Dinosaurs<br>Dinosaur Roar<br>Gigantosaurus<br>Non-fiction books | Oliver's Vegetables<br>Oliver's Fruit Salad<br>Jack and the Beanstalk<br>Jasper's Beanstalk<br>Cookery Books<br>The Enormous Turnip | Zog<br>The Three Billy Goats Gruff<br>Room on the Broom<br>Bedtime for Monsters<br>Stanley's Stick   |
| <b>Diverse texts</b>   | All about Families<br>A superpower like mine<br>Hair Love<br>Shine   | Why is it dark at night<br>Astro Girl<br>The Ghanaian goldilocks   | Goldilocks in space<br>Golden domes and silver lanterns<br>Just because  | Amazing<br>Mrs Noah's Garden<br>I like bees, I don't like honey  | Fruits<br>Hats of faith<br>Super Duper You<br>Just try one bite   | Jabari Jumps<br>Little people Big Dreams books<br>A Story about Afiya<br>Sofia Valdez, Future Prez<br>Izzy Gizmo and the Invention Convention<br>A dress with pockets<br>Boxitects |
| <b>Traditional Tales</b>   | The Gingerbread man  | Little Red Riding Hood   | Three Billy Goat's Gruff   | Jack and the bean stalk  | Little red hen  | The Princess and the pea   |



# Reception Long Term Plan 22-23

|                            | Autumn 1   | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
|----------------------------|--|---|---|---|---|---|
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| Experiences and Enrichment | Firefighter Visit<br>Local area walk<br>Guide Dog visit<br>Parent visitors<br>Reception Show | Guy Fawkes/Bonfire<br>Making bread/porridge<br>Remembrance day<br>Christmas Time/Nativity/Santa | Science Museum<br>Valentines day<br>Art exhibition<br>Chinese New Year<br>National Storytelling week<br>World Book Day  | Zoo Lab<br>Caterpillars<br>Dinosaur visit<br>Weather experiments<br>Weather Forecast videos<br>Mother's Day<br>Easter | Food tasting – different cultures<br>Cooking<br>Visit to a supermarket<br>Growing food<br>Allotment visit   | Theatre trip/workshop<br>End of Reception show  |
| Key Vocabulary             | <i>Help, helping, kind, helpful, Autumn, harvest</i>   | <i>Woods, woodland, mud, trees, forest, dark, night, day, nocturnal, adventure, Winter</i>      | <i>Solar System, Sun, Planets, Atmosphere, craters, orbit, asteroid, comet, Moon, Star, day and night, space probe, Telescope, extra-terrestrial life, sunglasses, Winter</i> | <i>Dinosaur, fossil, palaeontologist, dig, carnivore, herbivore, minibeast, insect, life cycle, habitat, Spring</i>   | <i>Fruit, vegetables, healthy, eating, balanced diet, cooking, baking, recipe, menu, instructions, cookery, book, food diary, healthy eating, breakfast, diet, estimate, hydrated</i> | <i>Imaginary, Dragon, Castle, King/Queen, Prince/Princess, Witch, Spell, potion, Giant, Ogre, Troll</i> |



# Reception Long Term Plan 22-23

|                                 | <i>Autumn 1</i>  | <i>Autumn 2</i>  | <i>Spring 1</i>  | <i>Spring 2</i>  | <i>Summer 1</i>   | <i>Summer 2</i>   |
|---------------------------------|--|--|--|--|---|---|
| <i>General Themes</i>           | <i>Who Helps Us?</i>   | <i>Into the Woods</i>  | <i>Space</i>   | <i>Minibeasts and Megabeasts</i>   | <i>Food Glorious Food</i>   | <i>Imagine</i>  |
| <i>Assessment Opportunities</i> | Teacher assessment baseline<br>Statutory Baseline<br>EYFS team meetings<br>Parents evening information                             | On going assessments<br>Pupil progress meetings<br>EYFS team meetings<br>Internal moderation<br>End of term Assessments<br>Phonics assessments | On going assessments<br>GLD Projections<br>EYFS team meetings<br>Internal moderation | Pupil progress meetings<br>Parents evening info<br>EYFS team meetings<br>End of term Assessments<br>Phonics assessments<br>On going assessments<br>Reports | On going assessments<br>EYFS team meetings<br>Internal moderation | Pupil progress meetings<br>On going assessments<br>Phonics assessments<br>EYFS team meetings<br>ELG |
| <i>Parental Involvement</i>     | Welcome meeting<br>Tapestry involvement<br>Local Area walk<br>Stay & Play<br>Parents Evening<br>Parent visitors<br>Welcome Liturgy | Tapestry involvement<br>Nativity<br>Reading workshop<br>Stay & Play  | Tapestry involvement<br>Stay & Play  | Tapestry involvement<br>Stay & Play<br>Parents Evening   | Tapestry involvement<br>Stay & Play                               | Tapestry involvement<br>Stay & Play<br>Class Assembly   |



# Communication and Language

|  | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1  | Summer 2   |
|--|---|---|--|---|---|--|
| General Themes   | Who Helps Us?   | Into the Woods  | Space  | Minibeasts and Megabeasts   | Food Glorious Food  | Imagine  |
| <p>Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.</p>  | <p>The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</p> |   |  |   |   |  |
| <p>Whole EYFS Focus – C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions.<br/><i>Daily story time using high quality texts</i></p> <p><b>Listening, Attention and Understanding</b><br/><b>Speaking</b></p> | <p>Settling in activities<br/>Making friends<br/>Children talking about experiences that are familiar to them<br/>Show an interest in the lives of other people<br/>Follow instructions (settling in, putting my things away)<br/>Develop vocabulary<br/>Talk about own experiences<br/>Model talk routines through the day. For example, arriving in school: "Good morning, how are you?")</p>   | <p>Develop vocabulary<br/>Tell me a story - retelling stories: talk for writing<br/>Story language<br/>Listening and responding to stories<br/>Following instructions<br/>Takes part in discussion<br/>Understand how to listen carefully and why listening is important.</p> | <p>Develop vocabulary<br/>Using language well<br/>Ask how and why questions<br/>Retell a story with story language<br/>Remember key points from a story<br/>Story invention – talk it!<br/>Ask questions to find out more and to check they understand what has been said to them.<br/>I can describe events<br/>Listen to and talk about stories to build familiarity and understanding.<br/>Learn rhymes, poems and songs.</p> | <p>Explore vocabulary<br/>Reciting poems and songs<br/>I can learn and recite, poems and songs<br/>Rhyme of the week<br/>Tell me a story - retelling stories: talk for writing<br/>I can listen to and engage in and talk about selected non-fiction<br/>I can articulate my ideas and thoughts into well-formed sentences<br/>I ask questions to find out more</p> | <p>Explore vocabulary<br/>I can learn and recite, poems and songs<br/>Rhyme of the week<br/>I can listen to, engage in and talk about non-fiction<br/>I can describe events in some detail.</p> | <p>Explore vocabulary<br/>I can learn and recite, poems and songs<br/>Rhyme of the week<br/>I can talk about similarities and differences between things in the past and now I can talk about the experiences I have had at different points in the school year (end of year video</p> |





# Personal, Social and Emotional Development

|  | Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
|--|---|---|--|--|--|---|
| General Themes   | Who Helps Us?   | Into the Woods  | Space  | Minibeasts and Megabeasts  | Food Glorious Food   | Imagine   |
| Managing Self<br>Self regulation<br>Making relationships | <p>Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b>, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary</b>. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b>.</p> |   |  |  |  |   |
|  | <p>Who can help me? People who help to keep me safe<br/>Me and my feelings (naming different feelings, thinking about how to feel with 'not so good feelings', know some self-care techniques)<br/>Know that some actions and words can hurt others feelings.<br/>Handwashing<br/>Class rules: Behavioural expectations in the class/boundaries set<br/>Class rules</p>   | <p>Zones of Regulation<br/>Kind and caring<br/>Independence: putting own socks and shoes on<br/>Oral hygiene: teeth cleaning linked to the dental nurse</p> | <p>Online Safety<br/>I know what makes a good friend<br/>Being helpful at home and caring for our classroom<br/>I know what it means to be respectful and to be treated with respect</p> | <p>Caring for our world<br/>Same and different<br/>Same and different families<br/>Same and different homes<br/>Being kind to living creatures<br/>Taking care of animals<br/>Seasons<br/>Life stages, plants, animals, humans</p> | <p>Healthy eating<br/>What's safe to go in my body?<br/>Keeping myself safe<br/>Safe indoors and outdoors<br/>Listening to my feelings<br/>Keeping safe online<br/>SMART rules</p> | <p>Bouncing back when things go wrong: resilience<br/>Yes I can: confidence and resilience<br/>Move your body<br/>A good nights sleep<br/>Importance of exercise<br/>Transition into Year 1</p> |



# Physical Development

|                | Autumn 1  | Autumn 2   | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
|----------------|---|--|---|---|---|---|
| General Themes | Who Helps Us?   | Into the Woods   | Space   | Minibeasts and Megabeasts   | Food Glorious Food  | Imagine   |
| Fine Motor     | <p>Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness, co-ordination and agility</b>. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b>, which is later linked to <b>early literacy</b>. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b>.</p> |  |   |   |   |   |
|                | <p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Manipulate objects with good fine motor skills</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Pencil Grip</p> <p>Taking shoes off and putting them on</p>   | <p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand</p> <p>Engage children in structured activities: guide them in what to draw, write or copy.</p> <p>Teach and model correct letter formation.</p> | <p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely.</p> <p>Holding Small Items / Button Clothing / zips</p> <p>Cutting with Scissors</p> | <p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed</p> | <p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Develop pencil grip and letter formation continually</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors /</p> <p>Start to cut along a curved line, like a circle</p> | <p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Form letters correctly</p> <p>Cut a shape out using scissors</p> <p>Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture</p> <p>Draw pictures that are recognisable</p> <p>Build things with smaller linking blocks, such as Duplo or Lego</p> |





# Physical Development

|                | Autumn 1  | Autumn 2       | Spring 1 | Spring 2                  | Summer 1           | Summer 2 |
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| General Themes | Who Helps Us?   | Into the Woods | Space    | Minibeasts and Megabeasts | Food Glorious Food | Imagine  |
| Gross Motor    | <p>Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness, co-ordination and agility</b>. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b>, which is later linked to <b>early literacy</b>. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b>.</p>   |                |          |                           |                    |          |
|                | PE  | PE             | PE       | PE                        | PE                 | PE       |
|                | <p><b>CONTINUOUS PROVISION:</b> Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play- climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good options. Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> |                |          |                           |                    |          |



# Literacy

|   | Autumn 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1  | Summer 2   |
|---|--|--|--|---|---|--|
| General Themes  | Who Helps Us?  | Into the Woods   | Space  | Minibeasts and Megabeasts   | Food Glorious Food  | Imagine  |
| Read to write literacy text   | The something  | Little Red   | Juniper Jupiter  | Saving Mr Hoot  | Extraordinary Gardener  | Storm Whale  |
| <p><b>Comprehension</b><br/>Developing a passion for reading. Children will visit the library weekly.</p> | <p>It is crucial for children to develop <b>a life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b>. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy recognition of familiar printed words</b>. Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p> |  |  |   |   |  |
|   | <p>I can show a preference for a book, song or rhyme.</p>  | <p>I can talk about events and characters in a story read to me.</p> <p>I can join in with rhymes and stories.</p> <p>I can fill in missing words from well-known rhymes</p> | <p>I can show interest and answer simple questions about the text</p> <p>I use words that I know to check my reading makes sense</p> | <p>I can demonstrate understanding when talking about what I have read</p> <p>I can repeat words or phrases to check my reading</p> | <p>I am beginning to notice if my reading makes sense and looks right</p> <p>I think about what I already know to help me with my reading</p> <p>I can say rhymes by heart</p> <p>I can sometimes notice errors</p> <p>I know that illustrations can help me make sense of my reading</p> | <p>I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG)</p> <p>I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)</p> |



# Literacy

|  | Autumn 1   | Autumn 2  | Spring 1   | Spring 2  | Summer 1  | Summer 2  |
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|  | <p><b>Phonics</b><br/>Whole class and keep-up groups</p> <p>I can handle books correctly and follow print left to right, top to bottom</p> <p>I can locate the title</p> <p>I can segment and blend words orally</p> <p>I can recognise words that rhyme</p> | <p><b>Phonics</b><br/>Whole class and keep-up groups</p> <p>I can Link most sounds to letters</p> <p>I am beginning to blend and segment in order to read vc and cvc words</p> <p>I am beginning to match spoken word to written word (1 to 1 cor) across 2-3 lines of print</p> <p>I can read some Phase 2 words including some tricky words</p> | <p><b>Phonics</b><br/>Whole class and keep-up groups</p> <p>I can locate and recall the title</p> <p>I can read with 1-1 correspondence</p> <p>I can read some common irregular words (Phase2/3)</p> <p>I can link all sounds to letters</p> <p>I can solve simple words by blending sounds and I check what I read makes sense and sounds right</p> | <p><b>Phonics</b><br/>Whole class and keep-up groups</p> <p>I can read and understand simple sentences</p> <p>I can use phonic knowledge to read and decode regular words</p> <p>I can read all Phase 2 words</p> <p>I can read some of Phase 3 words</p> | <p><b>Phonics</b><br/>Whole class and keep-up groups</p> <p>I can read phase 3 words (decodable and tricky)</p> <p>I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</p> <p>I can read words consistent with my phonic knowledge by sound blending (ELG)</p> <p>I can re-read books showing increased accuracy and fluency</p> | <p><b>Phonics</b><br/>Whole class and keep-up groups</p> <p>Phase 4</p> <p>End of term assessments</p> <p>Transition work with Year 1 staff</p> |



# Literacy

|                | Autumn 1   | Autumn 2   | Spring 1  | Spring 2  | Summer 1  | Summer 2   |
|----------------|--|--|---|---|---|--|
| General Themes | Who Helps Us?  | Into the Woods   | Space   | Minibeasts and Megabeasts   | Food Glorious Food  | Imagine  |
| Writing        | <p>It is crucial for children to develop <b>a life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b>. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy recognition of familiar printed words</b>. Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p> |  |   |   |   |  |
|                | <p><b>Texts as a Stimulus:</b><br/>           A Squash and a Squeeze<br/>           Monkey Puzzle<br/>           Mr Big<br/>           Pumpkin Soup</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.<br/>           Name writing Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels.<br/>           Writing for a purpose in role play<br/>           PHASE WORDS</p>   | <p><b>Texts as a Stimulus:</b><br/>           The Gruffalo<br/>           We're Going on a Bear Hunt<br/>           The Gruffalo's Child<br/>           Little Red Riding Hood<br/>           Goldilocks and the Three Bears<br/>           Night Monkey, Day Monkey<br/>           The Owl Who was Afraid of the Dark<br/>           The Christmas Story</p> <p>Recount, Name writing, labelling, story scribing. Retelling stories, letter writing (Santa)</p> <p>Writing tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>PHASE WORDS</p> | <p><b>Texts as a Stimulus:</b><br/>           Professor Astro Cat's Solar System<br/>           Look Up!<br/>           How to catch a star<br/>           Beegu<br/>           The Way Back Home<br/>           Whatever Next!<br/>           Man on the Moon<br/>           Astro Girl</p> <p>Exciting adjectives 'Wow words'<br/>           Rhyming words/sentences<br/>           Instructions<br/>           Captions<br/>           PHASE WORDS</p> | <p><b>Texts as a Stimulus:</b><br/>           Superworm<br/>           Yucky Worms<br/>           The Very Hungry Caterpillar<br/>           Mad about Minibeasts<br/>           If I had a Dinosaur<br/>           Mad about Dinosaurs<br/>           Dinosaur Roar<br/>           Gigantosaurus<br/>           Non-fiction books</p> <p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps.<br/>           Labels and captions<br/>           Character descriptions. Order the Easter story.</p> <p>PHASE WORDS</p> | <p><b>Texts as a Stimulus:</b><br/>           Oliver's Vegetables<br/>           Oliver's Fruit Salad<br/>           Jack and the Beanstalk<br/>           Jasper's Beanstalk<br/>           Cookery Books<br/>           The Enormous Turnip</p> <p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Writing recipes, lists. Non, fiction</p> <p>Recount – A trip to the supermarket, bean diary</p> | <p><b>Texts as a Stimulus:</b><br/>           Zog<br/>           The Three Billy Goats Gruff<br/>           Room on the Broom<br/>           Bedtime for Monsters<br/>           Stanley's Stick</p> <p>Non fiction, Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories.<br/>           Character description</p> |



# Mathematics

|  | Autumn 1  | Autumn 2  | Spring 1  | Spring 2   | Summer 1  | Summer 2  |
|--|---|---|---|--|---|---|
| General Themes   | Who Helps Us?   | Into the Woods  | Space   | Minibeasts and Megabeasts  | Food Glorious Food  | Imagine   |
| <b>Number</b><br><b>Numerical Patterns</b><br><br>White Rose Maths | <p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, <b>'have a go'</b>, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p> |   |   |  |   |   |
|  | X2 weeks: baseline/getting to know you<br>Matching<br>Sorting<br>Comparing amounts<br>Compare size/mass/capacity<br>Exploring patterns  | Representing and comparing 1,2,3<br>Composition of 1,2,3<br>Circles and triangles & Spatial awareness<br>The number 4/ The number 5<br>One more one less<br>Comparing shapes<br>Night and day (routines/time) | Zero and comparing numbers to 5<br>Composition of 4 and 5<br>Mass and capacity<br>Learning about 6,7 and 8<br>Pairs and combining groups to 10<br>Length and height | 9 and 10<br>Comparing numbers to 10<br>Number bonds to 10 (2 weeks)<br>3D shape<br>Consolidation (respond to what they need more support with) | Building numbers beyond 10<br>Counting patterns/spatial reasoning<br>Adding more x2 weeks<br>Taking away x2 weeks | Doubles<br>Sharing and grouping<br>Odd and Even<br>Spatial reasoning<br>Deepening understanding x2 weeks<br>Patterns<br>Consolidation |



# Computing (no longer in the EYFS Framework)

|                | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1  | Summer 2  |
|----------------|--|--|---|--|---|---|
| General Themes | Who Helps Us?  | Into the Woods   | Space   | Minibeasts and Megabeasts  | Food Glorious Food  | Imagine   |
|                | <p>Our aim is that children leave St Joseph's:</p> <ul style="list-style-type: none"> <li>- having had their lessons brought to life through ICT</li> <li>- as responsible digital citizens who are able to make the most of opportunities presented by the changing digital world</li> <li>- thinking about the safe use of the internet before accessing online material and know who to turn to for help when needed</li> <li>- being able to confidently debug and solve problems</li> </ul> |  |   |  |   |   |
|                | <p>Identify everyday technology: links to technology at home</p> <p>Understand that 'output' is the result of a trigger (pressing the play button)</p> <p>Talk about how everyday technology is controlled</p> <p>SMART RULES:<br/>to tell an adult if they see something on a digital device that upsets them</p>   | <p>To screenshot using the home and lock buttons</p> <p>Control a programmable toy</p> <p>To navigate their way around an iPad and operate several apps confidently</p> <p>To understand the basic functions of an iPad (home button, lock button and volume buttons)</p> <p>interact with simulation software</p> <p>SMART RULES<br/>to know not to give out any information about themselves</p> | <p>Use a range of devices to record information in a range of formats (text, image, sound)</p> <p>Interact with multimedia software: children to send a video to parents on Tapestry</p> <p>To know that digital devices can present information in a variety of ways</p> <p>SMART RULES<br/>to know that not everything they see on the internet is true</p> | <p>To know that ICT may be used to communicate information electronically</p> <p>Identify how technology is used to share information (Google Maps)</p> <p>SMART RULES</p> | <p>To know the difference between computer based activities (painting changes can easily be made, text can be deleted etc)</p> <p>To know that information may be stored on a digital device</p> <p>SMART RULES</p> | <p>Explore a website</p> <p>Collect and sort information using ICT</p> <p>Produce a simple program</p> <p>SMART RULES</p> |





# Understanding the World

|  | Autumn 1  | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2   |
|--|---|--|---|--|--|--|
| General Themes   | Who Helps Us?   | Into the Woods   | Space   | Minibeasts and Megabeasts  | Food Glorious Food   | Imagine  |
|  | <p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p> |  |   |  |  |  |
| <p><b>Past and Present</b></p> <p><b>People, Culture and Communities</b></p> <p><b>The Natural World</b></p> | <p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. I can describe people who are familiar to me. Show interest in the lives of other people who are familiar to me Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. I can show an interest in different occupations and ways of life I can ask questions about aspects of my familiar world such as the place where I live or the natural world</p>  | <p>Compare and contrast character from stories, including figures from the past: looking at clothes I can talk about significant events in my own experience I can talk about why things happen: making gingerbread I can recognise and describe special times or events for family or friends I can draw a simple map I can talk about things I have observed such as animals I show care for living things I can recognise that people have different beliefs and celebrate special times in different ways Listen to children describing and commenting on things they have seen whilst outside, including plants and animals</p> | <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see. Celebrate Chinese New year Recognising that people have different beliefs Respecting difference Talk about lives of people around us Talk about experiences at different points in the year (class calendar for each month) Changing seasons: winter Ice experiments Knowing there are different countries in the world I have explored Google Earth I understand the effects of changing seasons on the world around me</p> | <p>I can describe special events (Easter) Growth &amp; Change: chick life cycle Environment: care can concern: chicks I can understand the key features of the life cycle of a plant and animal Growth &amp; Change I can show care and concern for living things in the environment I can start to develop an understanding of growth, decay and changes over time I can talk about some of the things I have observed such as plants, animals, natural and found objects</p> | <p>Similarities and differences between countries/environments Maps of our journey to school/looking on Google Earth: features of local environment, maps of local area comparing places on Google Earth: how are they similar/different? Share non-fiction texts that offer an insight into contrasting environments. I can tell you what a plant needs to grow (growing the beanstalk)</p> | <p>Materials: Floating / Sinking – boat building Metallic / non-metallic objects Compare and contrast past and present Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. I can draw information from a simple map I can talk about ways in which I can look after the environment</p> |



# Switched-On Science

|       | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2  |
|-------|--|--|---|--|--|---|
| Topic | <b>Superhero Materials</b>   | <b>Into the Woods</b>  | <b>Zarg's World</b>   | <b>Dinosaurs</b>   | <b>Food of the Seasons</b>   | <b>Biscuit Bears</b>  |
|       | Children develop their ability to work scientifically as they are supported to sort and group materials, carry out simple tests and talk about their findings. They begin to identify everyday materials and describe their physical properties. They start to distinguish between an object and the material from which it is made. | Children will become familiar with, and be able to name, a growing number of native plants and animals. They will also begin to use simple secondary sources to discover more about British woodlands. | Seeing the world through Zarg's eyes will help children to observe carefully, using all of their senses. Learning about his distant planet will help them to understand that there are many other planets in our own Solar System and beyond. The notion of aliens will help them to understand that there are some things that scientists currently do not know. | Children will develop their understanding of grouping dinosaurs according to criteria such as teeth, claws, spikes and wings. They will also develop their ability to find out information about dinosaurs, including their habitat, camouflage and ideas about how they became extinct. They will learn that we know dinosaurs existed because people have found their remains as fossils, bones and fossilised dinosaur poos (coprolites), thus introducing children to early ideas of evidence as well as specific types of scientists, such as palaeontologists. | This unit helps children develop an understanding of how the changing seasons have an impact on when food is at its best and cheapest to buy because it is in season. It will also help them to begin to understand the importance of a healthy and varied diet to human health. They learn how food is grown and prepared and its importance to our survival. | Children develop their ability to sort objects according to their own and other criteria. They learn how mixing materials (ingredients) and heating them can change a mixture. They identify cause and effect, and explore the forces that can change the shape of dough (e.g. push, pull, twist and stretch) and carry out simple tests. |



# Life to the full

| Autumn                           |   | Spring                             |  | Summer                          |  |
|----------------------------------|---|------------------------------------|--|---------------------------------|--|
| Module 2: Created to love others |   | Module 3: Created and Loved by God |  | Module 1:                       |  |
| Unit 1: Religious Understanding  | <p>The two part session in Unit 1 – Religious Understanding firstly helps children to understand why the Bible is so special to Christians, and secondly helps children to act out the Gospel account of Jesus washing His disciples’ feet, showing that He loves us and is a role model for us to copy in loving one another.</p>  | Unit 1: Religious Understanding    | <p>Introduces in a very simple way the concept of the Trinity, where God is three-in-one and each part loves the others and loves us. Children will come to understand that as we are made in the image of God, we are designed to love God and love one another in our wider communities too. Through the story of Jesus feeding the 5000 with just the humble offering of a small boy, children will learn that our loving actions can be used by God to do incredible things.</p> | Unit 1: Religious Understanding | <p>Introduces children to the story of creation, where God created the earth, sea, stars, plants, animals and humans. The five-story sessions encourage children to creatively explore this topic and help them to deeply know that they are created by God out of love and for love.</p>  |
| Unit 2: Personal Relationships   | <p>Children will expand their vocabulary by applying names to different family/friend relationships, consider positive/negative behaviour in relationships and learn to look to Jesus as their role model for a good friend. Children will learn to resolve conflict and the importance of asking for forgiveness: that when we hurt others, we also hurt Jesus – but that Jesus teaches us how to forgive ourselves and others.</p>  | Unit 2: Living in the Wider World  | <p>Unit 2 – Living in the Wider World helps children to extend their understanding of communities from Unit 1, as they learn about the responsibilities they have to people, places and the planet now and increasingly as they get older.</p>   | Unit 2: Me, My Body, My Health  | <p>Children meet the story book characters of Freddy Teddy, Mollie the Cat and Billy Bird who will reappear throughout this scheme of work. Children will learn about their uniqueness in real terms, including celebrating differences and individual gifts, talents and abilities. They will learn about looking after and using their God-given bodies and develop their vocabulary around this topic.</p>  |
| Unit 3: Keeping Safe             | <p>Children learn practical ways to stay safe inside and out, about bodily privacy (including the NSPCC PANTS message that ‘privates are private’) and the importance of talking to their ‘special people’ if anything troubles them. Children will meet animated expert Dr Datfa, who advises on medicine safety and the people who help us in emergencies (a session that can be linked to the ‘People Who Help Us’ topic in EYFS). All these topics are underpinned by the religious teaching that we are created and loved by God, with bodies and minds that He wants us to keep safe.</p> |                                    |  | Unit 3: Emotional Well-Being    | <p>Children will learn about likes, dislikes and self-acceptance. They will learn from Freddy Teddy and his friends how to describe different feelings, both good and bad. Finally through a real world example, children will learn that actions have consequences; that when we make mistakes we should say sorry and ask for forgiveness.</p>   |
|                                  |   |                                    |  | Unit 4: Life Cycles             | <p>Through Mollie the Cat and Billy Bird talking about their respective journeys from kitten/egg to adult animals, in Unit 4 – Life Cycles children will explore the natural human cycle of life, focusing on what children can remember about their development so far and what they know will happen as they get older. This is underpinned by the religious understanding that growing up is part of God’s plan for our lives and that we are loved by Him at every life stage.</p> |



# Come and See

|       | Autumn 1  | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------|---|----------|----------|----------|----------|----------|
| Topic |   |          |          |          |          |          |
|       | <i>Collective Worship<br/>Daily Class Prayers</i> |          |          |          |          |          |
|       |   |          |          |          |          |          |



# Expressive Arts and Design

|                | Autumn 1      | Autumn 2       | Spring 1 | Spring 2                  | Summer 1           | Summer 2 |
|----------------|---------------|----------------|----------|---------------------------|--------------------|----------|
| General Themes | Who Helps Us? | Into the Woods | Space    | Minibeasts and Megabeasts | Food Glorious Food | Imagine  |

The development of children's artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

## Creating with Materials

### Being Imaginative and Expressive

*Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.*

*Work will be displayed in the classroom.*

*Lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.*

|  |   |  |  |  |   |
|--|---|--|--|--|---|
| <p>Join in with songs<br/>Beginning to mix colours<br/>Build stories around toys (small world) use available props to support role play<br/>Build models using construction equipment.<br/>Junk modelling, take picture of children's creations and record them explaining what they did.<br/>Exploring sounds and how they can be changed, tapping out of simple rhythms.<br/>Play pitch matching games, humming or singing<br/>To draw a self-portrait (enclosing lines): draw definite features<br/>Observational drawings<br/>Feelings: taking photos of children acting out emotions<br/>Drama conventions through literacy</p> | <p>Use different textures and materials to make firework pictures<br/>Listen to music and make their own dances in response.<br/>Christmas decorations, Christmas cards, Christmas songs/poems<br/>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.<br/>Shadow Puppets<br/>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue<br/>Role Play of The Nativity<br/>Music: Christmas Songs<br/>Drama conventions through literacy</p> | <p>Van Gogh Starry Night: I can produce a piece of artwork using an artists style as a stimulus<br/>I can explore how colour can be changed<br/>I can talk about a famous artist.<br/>Making lanterns, Chinese writing, puppet making, Chinese music and composition<br/>I can recognise, create and describe pattern: tiger skin<br/>Drama conventions through literacy</p> | <p>Make different textures; make patterns using different colours<br/>Children will explore ways to protect the growing of plants by designing scarecrows.<br/>Mother's Day crafts<br/>Easter crafts printing, patterns on Easter eggs<br/>Rubbings of leaves/plants<br/>I can combine media to make a collage<br/>Andy Goldsworthy natural art<br/>Drama conventions through literacy</p> | <p>Collage<br/>Pastel drawings,<br/>Artist focus<br/>Junk modelling, houses, bridges boats and transport.<br/>Provide children with a range of materials for children to construct with.<br/>Create collaboratively: papier mache: working in pairs<br/>I can use various construction materials<br/>Drama conventions through literacy<br/>Exploration of other countries – dressing up in different costumes<br/>Learn a traditional song and dance and perform it / Encourage children to create their own music.</p> | <p>Water pictures, collage, shading by adding black or white, colour mixing,<br/>Colour mixing<br/>Father's<br/>Day Crafts<br/>Making models from recycled materials<br/>Using clay to make a coil pot<br/>Drama conventions through literacy</p> |
|--|---|--|--|--|---|





# Reception Long Term Plan 22-23

## Early Learning Goals – for the **end of the year** - Holistic / best fit Judgement!

| Communication and Language  | Personal, social, emotional development   | Physical Development   | Literacy   | Mathematics  | Understanding the World   | Expressive arts and design  |
|---|---|--|--|--|---|---|
| <p><b>ELG: Listening, Attention and Understanding</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> | <p><b>ELG: Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>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></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p> | <p><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> | <p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> | <p><b>ELG: Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>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></p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> | <p><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>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></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | <p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used, - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> |