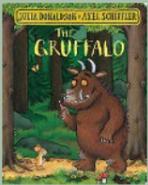
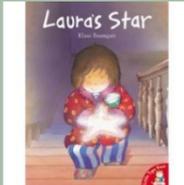
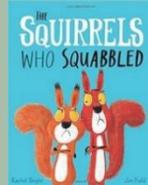
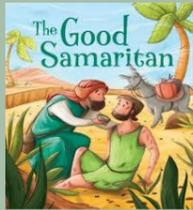


EYFS long term plan Year A

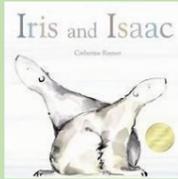
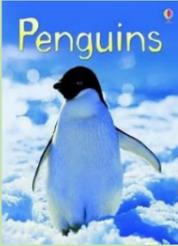
Why is it good to be me? Nursery

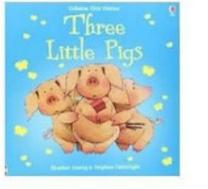
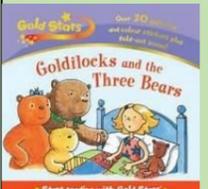
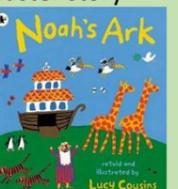
How can I be a positive member of my class? Reception

Prayer 1 Thank you, God, for feet to run, Thank you for my play and fun, Thank you, God, for eyes to see, Thank you for making me a special me.		Prayer 2 Dear God, Thank you for the World so sweet, Thank you for the food we eat, Thank you for the birds that sing, Thank you, God, for everything									
Term Theme	Substantive knowledge Key Vocabulary Core vocabulary Extended vocabulary	Learning Experiences Links to KS1	Maths	Reading	Writing Focus	Enrichment Activities	RE	EAD	(PHSCE) Festivals British Values	Understanding the World How we build cultural capital?	Physical Development
Autumn 1 Let's Explore! Nursery: What do I like best? Reception: What can I see changing?	The Children will know the rules and expectations of the areas of learning. The children will be familiar with their indoor and outdoor environment To know the changes that occur in Autumn. • Hibernate • Family • Mum (mother) • Dad (father) • Brother • Sister • Aunt • Uncle • Grandma • Grandad <u>UTW</u> • Yesterday • Last night • Last week • Spring • Summer • Autumn • Winter	Walk in the woods Outside areas – The children will explore the Nursery gardens and surrounding school areas and look at the world around us changing. Leaves changing colour and falling from the trees. Conkers, the weather feeling cooler. Sparklers Links Y1 Physical features of my locality (Geog) Animals (Science) Seasons (Science) Picasso – faces (Art) Personal history (history)	1-1 correspondence Matching objects to shapes on the shelves Combine objects, such as stacking blocks and cups Take part in finger rhymes with numbers See changes of amounts in groups of up to 3 items (using scissors, pencils, cubes etc) Compare amount, saying lots, more or the same Climb and squeeze themselves into different types of spaces Build with a range of resources Complete in set puzzles – complete a simple jigsaw. Compare sizes, weights etc., using gesture and language, bigger, smaller, high, low, tall, heavy	   	Pencil grip (varies, some will be focusing on picking up a pencil using the palmer/pincer grasp, others will focus on the correct tripod grip. Mark making in all areas – gross motor skill and fine motor skills. Writing patterns Name writing (this varies, some will trace their name over yellow pen, others will have the ability to write their name on their own, and some will write part of their name). Know various Nursery Rhymes To tell a long story. Letter formation for read write ink set one sounds. Give meanings to marks they make independently. Understand and retell stories using their own words To understand the difference between	<u>Basic provision</u> Where do things go? What do we do in each area? Becoming independent in each area. Woodland objects Gruffalo small world	Being special. Where do we belong? Why is God is an important person to Christians? The lunch time prayer Continue developing positive attitudes about the differences between people. I am special 	Sing a large repertoire of songs - My favourite Nursery Rhymes. Building Houses (wall, door, roof, window)and Drawing self-portraits. – fine motor (eyes, nose, Mouth, lips, cheeks, ears, eye brow, eye lashes) To name colours when prompted – red, blue, green, yellow, purple, pink, orange, To create with found materials To draw lines and shapes Paint with a brush to create lines and shapes Explore playdough as a sequence of skills – pressing, cutting, pinching, rolling balling. Colour mixing Making varied media pictures Explore the sounds different instruments make. Keep a steady beat. Listen carefully to rhymes and songs paying	Harvest Festival Diwali Table etiquette Manners Community Talk about their feelings using words happy, sad, worried, cheerful, excited Children will see themselves as a valuable individual. Children will learn about the Hindu festival of light through the star of Rama and Sita. Children will make clay Divas.	Throughout the Terms We provide children with the experiences to collaborate with others and to broaden children's knowledge and reflect an inclusive ethos. Children have opportunities to share their thoughts and opinions and build positive relationships. Children are given time to reflect upon their own lives and those which are unfamiliar. Children are regularly praised for their achievements and have opportunities to reflect on their own successes. Every adult value the child's ideas and ways of doing things therefore becoming a partner in each child's learning All children's imaginative play	Run safely Show some control when pouring something Climb up and downstairs with confidence - two feet on each step Climb to a comfortable height Kick a ball . Show preference of dominant hand Turn pages in a book Hold marking making tools in a fist grip Explore how toys move with support

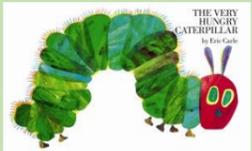
	<ul style="list-style-type: none"> Months of the year Diwali <p>EAD</p> <p>Playdough vocabulary</p> <ul style="list-style-type: none"> Squash Squeeze Press Pich Roll Stretch <p>Extended Woodland animals</p> <ul style="list-style-type: none"> Fox Rabbit Squirrel Mouse Deer Owl Adder <p>Facial Features</p> <ul style="list-style-type: none"> Eyes Nose Mouth Tongue Eyebrows Eyelashes Ears Cheeks Chin 	<p>Nativity play with parents able to watch. Celebrates the children learning what Christmas is and why we perform a Nativity.</p> <p>Christmas party</p> <p>Making decorations (starts) to send home to parents</p> <p>Christmas Fair.</p> <p>Face painting</p> <p>Links to Y1</p> <p>Gunpowder plot (Y1)(History)</p> <p>Seasons (science)(Y1)</p>	<p>Notice patterns and arrange things in patterns</p> <p>More than, fewer than, same</p> <p>Explore and build with shapes and objects</p> <p>Pattern making – continuing a pattern</p> <p>Hear and say number names</p> <p>Mastering Number:</p> <ul style="list-style-type: none"> Perceptual subitising to 3 and 4 Counting to 3 with 1-1 correspondence Composition of 3 and 4 More than, Fewer Than 	<p>The children will explore many other familiar stories from familiar authors including Julia Donaldson, The Tiger who came to tea etc. including non-fiction books, and relevant feelings books.</p>	<p>fiction and non-fiction books.</p>			<p>attention to how they sound and expressing their preference.</p>		<p>is supported. Children are encouraged to recognise how and when their behaviour impacts others. Feeling are regularly discussed openly. We celebrate and value cultural, religious and community events and experiences. We encourage children to discuss their own life and compare it with others</p>	<p>Develop their fine motor skills so that they can use a range of tools competently and safely such as pencil's, paint brushes, scissors, knives, forks and spoons.</p> <p>Revise and refine fundamental movement skills they have already acquired. Move in different ways e.g. jump, run, hop, skip, climb</p> <p>Move into a space</p> <p>Balance in a posed position</p> <p>Carry larger objects</p> <p>Catch a large ball</p> <p>Kick with some degree of control</p> <p>Walk up and down stairs mostly using alternate feet</p>
<p>Autumn 2</p> <p>All that glitters.</p> <p>Nursery: What can I see?</p> <p>Reception: Do I like what I can see? Shiny, dull, sparkle and reflect!</p>	<p>Core Vocabulary</p> <ul style="list-style-type: none"> Shiny Dull Reflect Sparkle Glitter Dark Light Christmas <p>UTW</p> <ul style="list-style-type: none"> Star Nativity Stable Manger Bonfire Night Firework Sparkler Remembrance Day Poppy Bonfire <p>Extended</p>	<p>Christmas party</p> <p>Making decorations (starts) to send home to parents</p> <p>Christmas Fair.</p> <p>Face painting</p> <p>Links to Y1</p> <p>Gunpowder plot (Y1)(History)</p> <p>Seasons (science)(Y1)</p>	<p>Counting using number rhymes with fingers. Count in every day context, sometimes skipping numbers. Show finger numbers up to 5 and say 1-5 in order. Explore 2D and 3D shapes, what properties do they have? Straight, sharp, flat, curvy. Positional language (under, on, off, down) Describe a familiar route and use words like in front of and behind.</p>	<p>In Laura's Christmas Star, the children are already familiar with the characters, and can explore more properties of the star and create their own for a Christmas Tree. We explore words such as glitter and sparkle to describe the star. The children also explore the seasonal changes in the book.</p> 	<p>Pencil grip-continued</p> <p>Writing patterns</p> <p>Name writing</p> <p>Letters to Santa – beginning to use some print knowledge that print has meaning and can have different purposes.</p> <p>Know various Nursery Rhymes</p> <p>To be able to tell a long story.</p> <p>Understand the key concepts about print: Print has meaning Print can have different purposes</p>	<p>Light box. Torches and reflectors. Dark area Books telling the Nativity story Small world Nativity Christmas fair Nativity play Face painting Christmas party Visit from Santa</p>	<p>Nativity story Small world nativity Nativity play Advent calendar Books telling the Nativity story</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Festivals – Bonfire night Diwali (Aut1 or 2 date dependent) Christmas Armistice day</p>	<p>Exploration of different instruments.</p> <p>Singing Christmas songs.</p> <p>Mixing and using different colours (creating with materials)</p> <p>Explore paint in different forms and on different surfaces – experimenting with design, texture, and explore a variety of materials)</p> <p>With support use glue to attach materials together (creating with materials, using and exploring techniques and using scissors safely).</p>	<p>Bonfire night – What is bonfire night? Why do we have fireworks and sparklers? (Sparkler safety) Christmas Advent – why do we have an advent calendar? Armistice Day – what is Armistice Day and why do we wear a poppy? Why do Christians perform a Nativity play at Christmas?</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p>		<p>Peddle a trike</p> <p>Use a balance bike</p> <p>Catch a large ball</p> <p>Hop on one leg</p> <p>Adjust their speed appropriately and with control</p> <p>Mark make on a large scale</p> <p>Move freely by walking, jogging and jumping</p> <p>Move over and around small objects</p> <p>Move using a balance bike with control</p> <p>Strike a large ball with hands and feet</p> <p>Pick up and drop an object with control</p>

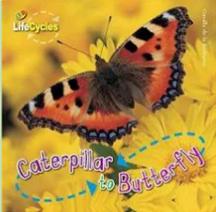
<ul style="list-style-type: none"> • Bethlehem • Jesus • Mary • Joseph • Donkey • King • Herod • Guy Fawkes • Armistice Day 			<p>Talk about journeys to school and home or in the playground. Notice patterns (abab) and arrange things in a pattern. Begin to make comparisons between objects relating to size, length, weight and capacity (autumnal objects)</p> <p>Begin to order number names I see 1,2,3 Join in with repeats Explore position and space</p> <p><u>NCETM Mastering Number:</u></p> <ul style="list-style-type: none"> • Counting to 5 and cardinality • Language, more than, fewer than, equal. • Parts and wholes – composition of 5 • Composition of 3, 4 and 5. • Cardinality and verbal counting beyond 20. <p>Show finger numbers up to 5 and say one number for each item in order.</p> <p>shapes and weights.</p> <p>Number lines</p> <p>Experimenting with their own symbols and marks as well as numerals.</p>	<p>The First Christmas teaches children about why we celebrate Christmas, and why we perform a Nativity. The children learn that Jesus lived a long time ago</p>  <p>To understand why we celebrate bonfire night and how it is celebrated. to know who Guy Fawkes is.</p> 	<p>Writing Christmas lists and Christmas cards</p> <p>To develop a deep familiarity with new knowledge and vocabulary from texts</p> <p>read individual letters by saying the sounds</p> <p>blend sounds into words orally</p>			<p>Exploring printmaking with objects such as sponges (fine motor)</p> <p>Making fireworks/rockets</p> <p>Splatter pictures of fireworks</p> <p>Making Christmas cards</p>	<p>Road Safety - reflectors</p>		<p>Identify what clothes are needed when working outside</p> <p>Show control of smaller tools</p> <p>Begin to use scissors</p> <p>Mark make with a range of finer tools</p> <p>Use adapted scissors with support to make snips in paper</p> <p>Explore a range of tools in the dough area e.g. rolling pins, cutters, dough wheels</p>
											<p>Change direction when moving</p> <p>Move and balance in different ways</p> <p>Control apparatus e.g. striking with bats and balls</p> <p>Move on, over and under equipment</p> <p>Complete an obstacle course which requires various movements e.g. crawling, balancing (may need some help at times)</p> <p>Use one handed tools and equipment for example making snips with scissors and paper. Use a dominant hand most of the time</p> <p>Use a knife and fork with some support</p> <p>Zip up a coat / use buttons with support</p> <p>Make controlled snips with scissors</p> <p>Use scissors independently to cut along a line</p> <p>Use a needle with thread and go in and out of holes using both hands and adult guidance</p> <p>Stir with a spoon and decorate with support</p>

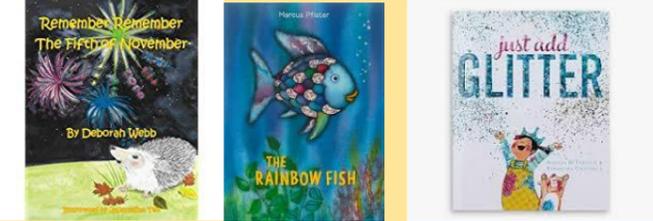
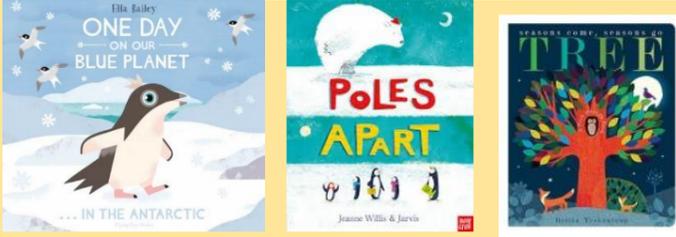
			Explore circles and triangles Shapes with 4 sides (rectangle, square)								
<p>Spring 1</p> <p>Hot and cold</p> <p>Nursery: What is it like to be warm and cold?</p> <p>Reception: Do I like being warm or cold? Why?</p>	<p>The children will know the difference between hot and cold</p> <p>To identify hot and cold places on a globe.</p> <p>To know what kind of animals live in hot and cold places.</p> <ul style="list-style-type: none"> Season Arctic Melt Freeze/Frozen Antarctic Desert Chinese New Year Ice Frost Chinese New Year <p>Extended</p> <ul style="list-style-type: none"> Adelie Penguin Emperor Penguin Polar bear Seal Blubber Camel Scorpion Rattle snake Lizard Prey Predator Iceberg Igloo Icicle 	<p>Playing in the snow. When playing in the snow and ice, children have access to shovels, spades to clear the snow and build.</p> <p>Clear link to PSED selecting and using resources and activities with help when needed to achieve a goal they have chosen or one that is suggested with them.</p> <p>Additionally, children learn what clothes we wear in winter to play in the cold and snow, and modelling of putting on wellies, zipping up coats, putting on scarf and hat – links to physical development.</p> <p>Ice in the classroom</p> <p>Hot water bottles in the classroom</p> <p>Links</p> <p>Y1</p> <p>Physical features of my locality – comparison (Geog)</p> <p>Animals (science)</p> <p>Climates (Geog)</p> <p>Drawing/Painting (Art)</p>	<p>Develop fast recognition of up to 3 objects without counting them.</p> <p>Recite numbers beyond 5.</p> <p>Say one number for each item in order – 1,2,3,4,5</p> <p>Properties of 2D and 3D shapes (square, circle, rectangle, cube, cuboid, pyramid).</p> <p>Position through words only.</p> <p>Know the last number is how many</p> <p>Number rhymes and songs with resources to aid learning.</p> <p>Numicon intro.</p> <p>Matching pairs</p> <p>Show fingers up to 5, link numerals and amount (showing the right number of numerals to match the objects)</p> <p>Solve real world mathematical problems with numbers up to 5</p> <p>Show me 1,2,3,</p>	<p>Iris and Isaac teaches the children about locational similarities and differences (History and Geography link to KS1). The children learn identify that there are differences in the location of the book (no houses, we don't have any polar bears),</p>    <p>To discover that there are cold and hot countries in the World. Tal about friendships</p> <p>Non fiction books all about animals that live in cold climates</p>	<p>Pencil grip continued.</p> <p>understanding print has different purposes.</p> <p>Some children will consolidate phase 1 set 1 sounds and begin set 2 sounds.</p> <p>Know various Nursery Rhymes, and be able to tell a long story.</p> <p>Understand all five key concepts about print:</p> <p>Print has meaning</p> <p>Print can have different purposes</p> <p>We read English from left to right, and top to bottom.</p> <p>The names of different parts of the book.</p> <p>Page sequencing</p> <p>Form lower case letters correctly</p> <p>Write labels to annotate pictures of animals</p> <p>To know that non fiction books tell us facts.</p> <p>Read individual letters by saying the sounds.</p> <p>Blend sounds into words orally.</p>	<p>Ice in the classroom</p> <p>Cold small world areas.</p> <p>Clothes for different weather</p> <p>Igloo role play area</p>	<p>Which places are special and why?</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Stories that are special to Christians.</p>	<p>Chinese New Year – The Chinese new year story.</p> <p>Seasons – Summer, Autumn, Winter and Spring. What are the differences?</p> <p>Play with one of more other children, extending and elaborating play ideas.</p> <p>Online safety week.</p> <p>Shrove Tuesday/ Ash Wednesday (SPR1/2 date dependent)</p>	<p>Balance for longer periods of time</p> <p>Skip (by hopping on alternative feet)</p> <p>Walk across a plank independently</p> <p>Jump from a safe height holding an adult's hand</p> <p>Throw or roll a ball in a direction</p> <p>Use large muscle movements to wave flags, streamers, paint and mark make.</p> <p>Become increasingly independent as they get dressed and undressed e.g coats, zips, hat, gloves.</p> <p>Catch and pass increasingly smaller balls</p> <p>Manipulate the speed / distance of a thrown object</p> <p>Use the balance bikes / trikes with competence</p> <p>Balance and co-ordinate when walking across planks or climbing / jumping</p> <p>Use a needle with thread and go in and out of holes using both hands and adult guidance</p> <p>Stir with a spoon and decorate with support</p> <p>Form recognisable letters</p>		

	<ul style="list-style-type: none"> • Sand dune • Eco system • Habitat • Climate • Climate change • Shrove Tuesday <p>EAD Hot and cold colours Blue, green, purple, orange, red, yellow</p>		<p>Move and label 1,2,3 Explore positions and routes Explore own first patterns</p> <p>NCETM Mastering Number</p> <ul style="list-style-type: none"> • Perceptual and conceptual subitising to 6 • Stable order principle • Composition of 5 • Composition of 6 and 7 • Language more than, fewer than <p>Mass and Capacity – balance, compare weight, explore capacity and compare.</p>					<p>Identify hot and cold colours (creating with materials)</p> <p>Materials and their properties: melting ice, what happens when we leave it outside, on the radiator, in our hands, what happens when we put salt on it? Understanding of the world linked.</p> <p>Draw lines and closed shapes and giving marks meaning (creating with materials, explaining the process and sharing their creations).</p> <p>Independently use glue to attach materials together (creating with materials, fine motor)</p> <p>Exploring various textures (creating with materials)</p> <p>Exploring textures of different weathers e.g snow, hail stones, rain, storm, heatwave, thunder, windy. Creating with materials. Some children may independently create snow angels, snow men, pick ice.</p>			<p>Handle smaller tools, objects, and malleable materials safely</p> <p>Add smaller enhancements to creations with increasing intentions.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Matching their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Balance on two feet</p> <p>Balance on basic small equipment such as floor mats</p>
<p>Spring 2</p> <p>Traditional tales</p> <p>Nursery: What is a hero, what is a villain? Which do I like best?</p> <p>Reception: Would I prefer to be a hero or a villain? Can you be both? Characteristic s needed</p>	<p>The children will know the sequence of a traditional story.</p> <p>The children will be able to identify traditional story language.</p> <p>Story Language</p> <ul style="list-style-type: none"> • Once upon a time • Traditional tale • Ingredients • Hero • Villain • Happily ever after • After that • Next • The end <p>Senses</p> <ul style="list-style-type: none"> • Taste • Feel • Smell • Touch 	<p>Learning about properties of materials and the changes they notice, this is provided through baking opportunities (combining ingredients, cooking them) Porridge/gingerbread men. Historical links of traditional tales, particularly use of vocabulary ‘long ago’ ‘once upon a time’. Understanding story sequencing and start developing phonological awareness – spotting rhymes in the traditional tales.</p> <p>Links</p>	<p>Continue to develop fast recognition of up to 3 objects without counting them.</p> <p>Recite numbers beyond 5 more accurately</p> <p>Say one number for each item in order – 1,2,3,4,5 (using 1-1 counting) and know the last number is how many.</p> <p>Properties of 2D and 3D shapes – straight, pointy, curved, round.</p> <p>Position through words only.</p>	 <p>The Three Pigs allows children explore and know the sequencing of a traditional story. It further links to properties of materials, and allows the children to learn which material are stronger than others (twigs, sticks, bricks).</p>  <p>Goldilocks and the Three Bears enables children to learn size vocabulary (small, medium, big) and further learn properties of materials (beds and chairs – soft, hard, just right). The children can explore baking through this story (making porridge). What do my taste buds and nose tell me?</p>	<p>Mark making in all areas.</p> <p>Word banks to support writing of familiar stories.</p> <p>Understanding that we read and write from left to right and start at the top of the page.</p> <p>Some children will consolidate set 1 and 2 sounds.</p> <p>Know various Nursery Rhymes and be able to tell a long story.</p> <p>Understand all five key concepts about print: Print has meaning Print can have different purposes</p>	<p>Small world traditional tales.</p> <p>Home corner as a traditional tale setting. Lots of traditional tale books in areas, especially reading and small world.</p>	<p>Which stories are special and why? Why do Christians put a cross in an Easter Garden? Easter story</p>  <p>Continue developing positive attitudes about the differences between people.</p>	<p>Paint and draw things that they have been observed with increasing detail with consideration to shape, size, colour and pattern.</p> <p>Respond to what they have heard expressing their thoughts and feelings.</p> <p>Listen with increased attention to sounds (weather based).</p> <p>Make imaginative and complex “small worlds” with blocks and construction kits.</p>	<p>Easter – What is the Easter story and why is it important? Mother’s Day Traditional tales and their messages to us.</p> <p>Mother’s Day</p> <p>Increasingly follow rules</p> <p>Make healthy choices about toothbrushing.</p>		<p>Collect outdoor clothing independently</p> <p>Put on outdoor clothing on with assistance</p> <p>Begin to use a knife to cut up soft fruit</p> <p>Collect very small objects and move them mostly with accuracy e.g. beads</p> <p>Use scissors with support to begin with, to cut along a straight line</p> <p>Use a spoon to mix and a knife to spread with support</p> <p>Use a rolling pin and dough cutter with support Explore a ball e.g. how it moves and move a ball around the body</p>

<p>R.E</p> <ul style="list-style-type: none"> Noah Ark Easter cross Tomb Resurrected Lent Good Friday Last Supper <p>UTW Mother's Day</p> <p>Story vocabulary building</p> <p>Author</p> <p>Baking</p> <p>Bricks</p> <p>Gingerbread</p> <p>Twigs</p> <p>Straw</p> <p>Sticks</p> <p>Just right</p> <p>Beanstalk</p> <p>Giant</p> <p>Small</p> <p>Medium</p> <p>Big</p> <p>Positional:</p> <p>First</p> <p>On top</p> <p>Underneath</p> <p>Next to</p> <p>Under</p> <p>At the side</p>	<p>Y1</p> <p>Properties of materials – (Science)</p> <p>Y2</p> <p>Design and make a wooden house (DT)</p>	<p>Show fingers up to 5, link numerals and amount - showing the right number of numerals to match the objects, use numicon and cubes.</p> <p>Solve real world mathematical problems with numbers up to 5</p> <p>Solving problems with numbers up to 5.</p> <p>Sizes</p> <p>Counting and measuring ingredients.</p> <p>4 spoons of flour...</p> <p>Positional language, understanding position through words alone 'first' 'then'.</p> <p>Take and give 1,2,3 objects</p> <p>Matching pairs, talk, push and pull</p> <p>Talk about dots</p> <p>Compare and sort collections</p> <p>NCETM Mastering Number:</p> <ul style="list-style-type: none"> Cardinality and Verbal counting beyond 20 Language of more than/less than Composition of 7 Composition of numbers within 10 	<p>How does the porridge smell, how does the porridge taste?</p>  <p>The Gingerbread man explores baking and properties of materials for each ingredient in the gingerbread man. Additionally, the children will be able to familiarise themselves with the sequencing of the book.</p>  <p>Each traditional tale in this term allows for counting the animals in the story. Three pigs, three bears and the animals chasing the gingerbread man.</p>	<p>We read English from left to right, and top to bottom. The names of different parts of the book.</p> <p>Page sequencing</p> <p>Develop phonological awareness, so that they can:</p> <p>Spot and suggest rhymes, count or clap syllables in a word</p>				<p>Explore playdough moving through a sequence of skills: pressing, pinching, cutting, rolling, balling and creating shapes with dough using cutters. (Fine motor)</p> <p>Explore print making with a wider variety of objects such as vegetables and sponge shapes (creating with materials)</p> <p>Remember and sing entire songs, sing the pitch of a tone sung by another person "pitch match".</p> <p>Take part in simple pretend play, using a object to represent something else even though they are not similar.</p>			<p>Travel with a ball</p> <p>Throw a ball</p> <p>Move around with and without a ball</p> <p>Explore different body parts to move the ball</p> <p>Has proficient pencil control</p> <p>Use a tripod grip</p> <p>Form letters correctly (most)</p> <p>Go up and down steps using alternate feet</p> <p>Climb with confidence</p> <p>Control speed and type of movement e.g. jumping, hopping</p> <p>Cary large items such as blocks to a desired position/ location</p> <p>Begin to fasten up a coat independently</p> <p>Mark make with increased accuracy and control</p> <p>Use one handed tools such as scissors independently</p> <p>Use scissors with increasing independence to cut along a straight line</p> <p>Choose the right resources to carry out their own plan e.g choosing a spade to dig out a hole they dug with a trowel for their treasure.</p> <p>Negotiate space and obstacles</p>
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	<ul style="list-style-type: none"> • VE Day <p>Extended</p> <ul style="list-style-type: none"> • Ship • Boat • Sail • Planets (moon, Saturn, venus, mars etc) • Aeroplane • Helicopter • Tuk tuk • Hot air balloon • Rocket • Space Shuttle • Route 	Visit to the farm/animals into school	Counting Strategies Structured Amounts Composition of Numbers within 10 Composition of 10 Comparison with number tracks		<p>Captions.</p> <p>Sentences using capital letters and full stops.</p> <p>Blend sounds into words with learned letters</p> <p>Read some common exception words</p>			<p>journey in their favourite transport Make a clay tile using transport imprints to create texture</p> <p>Create maps for an adventure</p>			
<p>Summer 2</p> <p>Growing</p> <p>Nursery: How do things change as they grow? How have I grown?</p> <p>Reception: How have I grown, and what would I like to grow into? (how we change and grow/transitions)</p>	<p>The children will know the life cycle of an animal.</p> <p>The children will know the main parts of a plant.</p> <p>The children will know that King Charles is the King.</p> <p>The children will know that the King is an environmentalist.</p> <p>The children will be able to identify the changes happening to them.</p>	<p>Hatching chicks Hatching butterflies. Tadpoles.</p> <p>Kings garden party</p> <p>Sports day</p> <p>Living things and their habitats – Plants, Science.</p> <p>Monarchy (Ks 1 and 2)</p>	<p>(Extending and creating ABAB patterns) and noticing errors in patterns. Sorting and making patterns with seeds</p> <p>Combining shapes to make new ones (an arch, a bigger triangle)</p> <p>Begin to describe a sequence of events (real or fictional) using words such as “first” “then” etc.</p> <p>Symmetry</p>	 <p>Baby animals</p> <p>introduces a non-fiction text and shows children the growth of different animals from being born and introduces the correct nouns for the animals.</p>  <p>The very hungry caterpillar. Life cycle of a caterpillar turning into a butterfly. The predictability of the text enables children to join in, it further enhances knowledge about days of the week and counting.</p>	<p>Some children will be able to write some or all of their name. Some children may write some letters accurately. Some children may begin to use some print and letter knowledge for example writing ‘m’ for mummy. Initial letter sounds and simple words Phase 1 and 2 phonics. Lists, labels and other writing for purpose. Word banks inside and outside.</p> <p>Some children will know and consolidate set 1 and 2 sounds. Some will learn set 3 sounds.</p> <p>Know various Nursery Rhymes and be able to tell a long story.</p> <p>Understand all five key concepts about print: Print has meaning</p>	<p>Life cycle resources Symmetry work Animal number problems Non-fiction books about animals and their young.</p> <p>Plant seeds and care for growing plants</p> <p>Understand the life cycle of an animal and plants.</p> <p>Begin to understand the need to respect and</p>	Continue developing positive attitudes about the differences between people.	<p>Create a collage with prepared paper and collage by gluing (fine motor and creating with materials).</p> <p>To attach junk modelling items together (fine motor and creating with materials). E.g Making animal homes using blocks and boxes</p> <p>Use a given skill to manipulate playdough to a given shape (creating with materials).</p> <p>Print with deliberate placement (fine motor</p>	<p>Eid – developing respect for other people’s values and beliefs.</p> <p>Sports day</p> <p>Show more confidence in new social situations and with change Monarchy and the Kings birthday</p>	<p>Move to the sound of music</p> <p>Set up and work on basic obstacle courses</p> <p>Take part and participate in games e.g. hide and seek, elephant football and tag Attempt to thread through a hole</p> <p>Use a knife to spread and a spoon to stir with increased independence</p> <p>Attempt to peel own fruit e.g. satsuma, banana</p> <p>Show increased control when using a rolling pin and dough cutter</p> <p>Negotiate space and obstacles</p>	

<ul style="list-style-type: none"> • King • Queen • Recycle • Life Cycle • Chrysalis • Larvae • Egg • cocoon • Exoskeleton • Roots • Stem • Leaves • Soil • Seed • Nature • Grow <p>Extended</p> <ul style="list-style-type: none"> • <u>Caterpillar</u> • <u>Frog</u> • <u>Tadpole</u> • <u>Frogspawn</u> <p>z</p> <ul style="list-style-type: none"> • <u>Chick</u> • <u>Egg</u> • <u>Incubator,</u> • <u>Hatch</u> • <u>Shell</u> • <u>Monarchy</u> • <u>Butterfly</u> • <u>Symmetrical</u> <p>Baby animals</p> <ul style="list-style-type: none"> • <u>Lamb</u> • <u>Calf</u> • <u>Fawn</u> • <u>Kitten</u> • <u>Puppy</u> • <u>Foal</u> • <u>Duckling</u> 		<p>Show me 5 (fingers, objects) My own pattern Stop at 1,2,3,4,5 Match, Sort and Compare objects up to 5</p> <p>NCETM</p> <ul style="list-style-type: none"> • Automatic recall • Comparison • Counting beyond 20 • Deep understanding of numbers to 20 • Patterns within numbers to 10 • Rekenrek's 	 <p>A variety of non fiction butterfly books.</p>	<p>Print can have different purposes We read English from left to right, and top to bottom. The names of different parts of the book. Page sequencing</p> <p>Develop phonological awareness, so that they can: Spot and suggest rhymes, count or clap syllables in a word Develop phonological awareness, so that they can: recognise words with the same initial sound such as 'money' and 'mother'.</p> <p>Engage in extended conversations about stories and learning new vocabulary.</p> <p>Create invitations to the kings garden party.</p> <p>Spell words by identifying sounds.</p> <p>Represents sounds with letters</p> <p>Write sentences using simple punctuation.</p>	<p>care for the natural environment and all living things (science focus).</p>		<p>and creating with materials).</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Create their own songs or improvise a song around one they know. End of year performance.</p> <p>Develop their own ideas and decide which materials to use to express them. Join different materials and explore different textures.</p>		<p>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>Move in lots of different ways and into a space. Use equipment in games. Run into a space avoiding obstacles.</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.</p> <p>Show accurate care when drawing.</p> <p>Use scissors with care to cut a variety of shapes and materials.</p>
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Term	Key Texts – Year B
<p>Autumn 1</p> <p>Let's Explore!</p> <p>Nursery: What do I like best?</p> <p>Reception: What can I see changing?</p>	
<p>Autumn 2</p> <p>All that glitters.</p> <p>Nursery: I can explore, What can I see?</p> <p>Reception: Do I like what I can see? Shiny, dull, sparkle and reflect!</p>	
<p>Spring 1</p> <p>Hot and Cold</p> <p>Nursery: What is it like to be warm and cold?</p> <p>Reception: Do I like being warm or cold? Why?</p>	 <p>Non-fiction texts about animals that live in hot/cold places.</p>
<p>Spring 2</p> <p>Traditional tales</p> <p>Nursery: What is a hero, what is a villain? Which do I like best?</p> <p>Reception: Would I prefer to be a hero or a villain? Can you be both? Characteristics needed</p>	
<p>Summer 1</p> <p>Adventure Awaits!</p> <p>Nursery Where would I like to explore best?</p> <p>Reception: How can I be part of a team of brave explorers? (characteristics of effective learning)</p>	
<p>Summer 2</p> <p>Growing</p> <p>Nursery: How do things change as they grow? How have I grown?</p> <p>Reception: How have I grown, and what would I like to grow into? (how we change and grow/transitions)</p>	