



Communication and Language

ELG: Listening, Attention and Understanding Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

| Term 1: | Term 2: | Term 3: | Term 4: | Term 5: | Term 6: |
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| <p>Strategies for good listening in class. (cue cards)</p> <p>Introducing social phrases: Good morning, How are you?, Excuse me please!, You're welcome.</p> <p>Daily communication and language group sessions including story telling (developing story telling language and extending vocabulary), NELI and Philosophy Bear.</p> <p>Responding to stories: Joining in with repetitive phrases. Identifying characters, settings and events.</p> <p>Following simple instructions.</p> <p>Daily session: singing, rhymes/poems and stories.</p> <p>Makaton signing– feelings and colours plus the 'Good Morning' song.</p> | <p>Strategies for good listening cont. (cue cards)</p> <p>Daily communication and language group sessions including story telling (developing story telling language and extending vocabulary), NELI and Philosophy Bear.</p> <p>Responding to stories: Share thoughts on the feelings, actions and motives of different characters.</p> <p>Answering 'why' questions- check children can also answer 'when', 'where' and 'who' questions (3/4)</p> <p>Extending responses with 'because' (3/4)</p> <p>Using future and past tenses in speech (3/4)</p> <p>Include 'I wonder why...?' questions and encourage children (through modelling) to think out loud.</p> <p>Sequencing simple events in order when talking.</p> <p>Share and talk about a range of fiction and non-fiction books to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Daily session: singing, rhymes/poems and stories.</p> <p>Makaton signing– introduce question words, (What, Who, When, Which, Where, How, Why?) plus signs for Christmas songs.</p> | <p>To recognise the importance of good listening: Express own ideas to a partner, taking turns in conversation.</p> <p>Daily communication and language group sessions including story telling (developing story telling language and extending vocabulary), NELI and Philosophy Bear.</p> <p>Responding to stories: to discuss place and settings within stories. To link to own experiences.</p> <p>To use new vocabulary learned in different contexts- Vocab Viper.</p> <p>To ask questions to find out more and to show an understanding of what has been said.</p> <p>To sequence events in order when talking- using appropriate vocabulary e.g. First, then, after that.</p> <p>To use past tense when talking about previous events.</p> <p>To answer 'how' and 'why' questions, beginning to add enough detail to show understanding.</p> <p>To retell familiar stories, recalling specific phrases and events.</p> <p>Identify rhyming pairs and continue a rhyming string.</p> <p>Share and talk about a range of fiction and non-fiction books to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Daily session: singing, rhymes/poems and stories.</p> <p>Makaton signing– theme– animals inc dinosaurs. (names of animals/ size/ features)</p> | <p>To recognise the importance of listening: Following 2-step or multistep instructions.</p> <p>Daily communication and language group sessions including story telling (developing story telling language and extending vocabulary), NELI and Philosophy Bear.</p> <p>Responding to stories: to answer 'why' and 'how' questions, adding detail within responses.</p> <p>To recognise when more detail is needed in their talk for others to understand them.</p> <p>Use talk to connect ideas and actions using a range of connectives (because, but, and).</p> <p>Use past, present and future tenses correctly when talking.</p> <p>Use talk to work out problems and share ideas.</p> <p>Explain how things work and why things happen.</p> <p>Retell familiar stories, choosing own vocabulary to describe characters and events and practise conversations between characters.</p> <p>Share and talk about a range of fiction and non-fiction books to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Daily session: singing, rhymes/poems and stories.</p> <p>Makaton signing– theme: Keeping Healthy</p> | <p>Importance of listening: Relay messages and talk from a partner.</p> <p>Daily communication and language group sessions including story telling (developing story telling language and extending vocabulary), NELI and Philosophy Bear.</p> <p>Responding to stories: Sharing ideas for alternative events/ endings. What would happen if...?</p> <p>To express own ideas effectively in front of a larger group.</p> <p>To respond to a variety of questions with relevant comments, questions or actions, drawing on own knowledge and experiences and adding detail.</p> <p>Use talk to explain how things work.</p> <p>Use talk to connect ideas and actions using a range of connectives (because, but, and).</p> <p>Use past, present and future tenses correctly when talking.</p> <p>Use talk to work out problems and share ideas.</p> <p>Retell familiar stories and use known stories as a scaffold to create and develop new, original stories.</p> <p>Share and talk about a range of fiction and non-fiction books to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Daily session: singing, rhymes/poems and stories.</p> <p>Makaton signing– signs for places and features within the environment</p> | <p>Importance of listening: To listen attentively for longer periods. To show awareness of listener's needs by adding detail and answering questions posed.</p> <p>Daily communication and language group sessions including story telling (developing story telling language and extending vocabulary), NELI and Philosophy Bear.</p> <p>Responding to stories: to answer 'why' and 'how' questions with confidence, greater detail and understanding.</p> <p>To articulate ideas and explain understanding in clear and well formed sentences.</p> <p>Sequence and describe events in greater detail and making links between ideas and actions using a wider range of connectives. (when, however, then, because, but, and)</p> <p>Sequence and organise thinking, using the correct tense when talking about events in present, past or future.</p> <p>Enjoy using varied vocabulary within their story telling and writing to describe characters, events, actions and places.</p> <p>Share and talk about a range of fiction and non-fiction books to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Daily session: singing, rhymes/poems and stories.</p> <p>Makaton signing– Sea animals plus words to support transition to Year 1.</p> |



Personal, Social and Emotional Development

ELG: Self-Regulation Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.

| Term 1: | Term 2: | Term 3: | Term 4: | Term 5: | Term 6: |
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| Why do Leaves go Crispy? | Light Fantastic! | Dinosaur Roar! | Amazing Africa | In Our Patch | Under the Sea |
| <p>Settling in- Getting to know each other circle games and activities.</p> <p>Show an awareness of boundaries and behavioural expectations in our new setting.</p> <p>Understanding rules and routines of the day. Organising myself at the beginning and end of the day.</p> <p>Building friendships. Playing co-operatively and taking turns in play.</p> <p>Sharing family news and events.</p> <p>Handwashing and respiratory hygiene.</p> <p>Introduce the 'Learning Bug' board and 'having a go' plus NEW Worry Monster Jars and Calm Corner.</p> <p>JIGSAW- Being me in my world: I understand how it feels to belong and that we are similar and different. I can start to recognise and manage my feelings. I enjoy working with others to make school a good place to be. I understand why it is good to be kind and use gentle hands. I am starting to understand children's rights and this means we should all be allowed to learn and play. I am learning what being responsible means.</p> <p>Weekly: mindfulness and yoga</p> | <p>Recognising the feelings of others (through stories and role-play scenarios) and how my actions can affect them.</p> <p>Keeping calm when frustrated- mindfulness activities and strategies to support self regulation and emotional wellbeing.</p> <p>Recognising our own talents and celebrating our successes.</p> <p>Personal hygiene- praise for children for handwashing and toileting independently. Work with school nurse/ health workers for those children not clean and dry during the day.</p> <p>JIGSAW- Celebrating difference: I can identify something I am good at and understand everyone is good at different things. I understand that being different makes us all special. I know we are all different but the same in some ways. I can tell you why I think my home is special to me. I can tell you how to be a kind friend. I know which words to use to stand up for myself when someone says or does something unkind.</p> <p>Keeping safe in the dark: Be Bright, be seen.</p> <p>Weekly: mindfulness and yoga</p> | <p>Show resilience and perseverance in face of challenge.</p> <p>Resolving conflicts in play- sharing ideas for a happy play (create class poster) Kindness Koala- recognising kindness in others.</p> <p>JIGSAW- Dreams and Goals: I understand that if I persevere I can tackle challenge. I can tell you about a time I didn't give up until I achieved my goal. I can set a goal and work towards it. I can use kind words to encourage people. I understand the link between what I learn now and the job I might like to do when I'm older. I can say how I feel when I achieve a goal and know what it means to feel proud.</p> <p>Weekly: mindfulness and yoga</p> | <p>Working together with each other (in pairs/ groups/ as a class).</p> <p>Know and talk about the different factors that support their overall health and wellbeing inc: toothbrushing, sensible amounts of screen time, exercise, healthy eating, having a good sleep routine.</p> <p>JIGSAW- Healthy Me: I understand that I need to exercise to keep my body healthy. I understand how moving and resting are good for my body. I know which foods are healthy and which are not so healthy and can make healthy choices. I know how to help myself to go to sleep and understand why sleep is good for me. I can wash my hands thoroughly and understand why this is important, especially before I eat and after going to the toilet. I know what a stranger is and how to stay safe if a stranger approaches me.</p> <p>Promoting Oral Health: Visit from Dental Nurse. Toothbrushing chart and making healthy food choices rewards.</p> <p>Weekly: mindfulness and yoga</p> | <p>Show resilience and perseverance in face of challenge (2).</p> <p>Being a safe pedestrian.</p> <p>JIGSAW- Relationships: What do we mean by family? Who is in my family and what jobs do I do in my family that make me belong? How does it make me feel? I know how to make friends and stop myself feeling lonely. How does it feel to have friends? What makes a good friend? Resolving issues. I can think of ways to solve problems and stay friends. How do we speak to our friends? What do we mean by kind words? I am starting to understand the impact of unkind words. I can use the Calm Me time to resolve issues. Continue to reward children for showing excellent attitude and behaviour. What does it take to be a good friend? Do I know what it takes to be a good friend?</p> <p>Weekly: mindfulness and yoga</p> | <p>Transition to Year 1- adapting to change.</p> <p>JIGSAW- Changing Me: I can name parts of the body. I can tell you some things I can do and foods I can eat to be healthy. I understand that we all grow from babies to adults. I can express how I feel about moving to Year 1. I can talk about my worries and/or the things I am looking forward to about being in Year 1. I can share my memories of the best bits of this year in Reception.</p> <p>Weekly: mindfulness and yoga</p> |

Subject specific vocabulary:

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| Kind, gentle, friend, similar, different, rights, responsibilities, feelings, angry, happy, excited, nervous, sharing, taking turns. | Different, special, proud, friends, kind, same, similar, happy, sad, frightened, angry, family. | Dream, goal, challenge, job, ambition, perseverance, achievement, happy, kind, encourage. | Healthy, exercise, sleep, wash, clean, stranger, scared, trust. | Family, jobs, relationships, friend, loyalty, argue, fall-out, words, feelings, angry, upset, calm me, breathing. | Eye, foot, eyebrow, forehead, ear, mouth, arm, leg, chest, knee, nose, tongue, finger, toe, stomach, hand, baby, grown-up, adult, change, worry, excited, memories. |
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Physical Development

ELG: Gross Motor Skills Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

| Term 1: Why do Leaves go Crispy? | Term 2: Light Fantastic! | Term 3: Dinosaur Roar! | Term 4: Amazing Africa | Term 5: In Our Patch | Term 6: Under the Sea |
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| Daily 'Wake and Shake' activities. Write dance Daily handwriting practice (patterns) Weekly- Yoga / FITT training (promoting core strength, balance and posture) PE: Getting to know you games. Following instructions. Working together- team games. Finding a space. Fine Motor Skills including threading (Autumn leaves), scissor skills and using simple tools e.g. playdough cutters, rolling pin, crimpers, hole punch, paintbrushes and tweezers. Write own name. Use outdoor equipment with confidence. Hand washing Table manners: Using a knife and fork. Lining up | Daily 'Wake and Shake' activities. Write dance Daily handwriting practice (introducing letter families) Weekly- Yoga / FITT training (promoting core strength, balance and posture) P.E: Using large PE equipment with safety and control- travelling in different ways (sliding, crawling, jumping, climbing) and changing direction/ height. To hold a balance. Fine motor skill activities- taught within topic activities and available during CIA to include: scissor skills, clay work and to continue using a range of simple tools with control. Secure a comfortable grip when using a pencil. | Daily 'Wake and Shake' activities. Write dance Daily handwriting practice (introducing letter families) Weekly- Yoga / FITT training (promoting core strength, balance and posture) P.E: Ball skills. Throwing, catching, kicking, passing, batting and aiming at a target. Use a range of equipment (hockey sticks, tennis racquets and various sized balls) showing control and co-ordination. Fine motor skill activities- taught within topic activities and available during CIA to include: scissor skills, twisting/ scrunching and ripping materials and to continue using a range of simple tools with control. Continue to secure a comfortable grip when using a pencil. | Daily 'Wake and Shake' activities. Write dance Daily handwriting practice (letter families contd) Weekly- Yoga / FITT training (promoting core strength, balance and posture) P.E: To express self through dance (Africa theme). To move in a variety of ways- jumping, swaying, stepping, hopping, spinning- and in different directions. Combine movements to create simple routines that can be repeated. Fine motor skill activities- taught within topic activities and available during CIA to include: scissor skills, weaving and to continue using a range of simple tools with control. | Daily 'Wake and Shake' activities. Write dance Daily handwriting practice (focus on creating well-formed letters and of similar size) Weekly- Yoga / FITT training (promoting core strength, balance and posture) P.E.: (using large and small PE equipment). Combine movements to create a sequence. Balances, rolling and jumping. Stories through dance e.g. Jack and the Beanstalk. Large PE equipment- sequences. Fine motor skill activities- taught within topic activities and available during CIA to include: scissor skills, finger knitting and to continue using a range of simple tools with control. | Daily 'Wake and Shake' activities. Write dance Daily handwriting practice (fluent, well formed letters) Weekly- Yoga / FITT training (promoting core strength, balance and posture) P.E: Team games involving a ball. Developing confidence, competence, precision and accuracy. Outdoor games in preparation for sports day. Running between lines. Fine motor skill activities- To handle tools confidently and safely, showing competency and control when doing so: including pens and pencils, brushes, scissors, playdough and clay tools. To show dexterity when handling materials and resources within chosen activities. |

Subject specific vocabulary:

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| P.E: games, instructions, teamwork, space (move, space, fast, slow, forwards, backwards, sideways, travel, stop, freeze, balance, hold) 'pinchy pen', push, press, cut, snip, grip, tools | P.E: sliding, crawling, jumping, climbing, balance (equipment names eg, bench /mat, travel, move, run, hop, skip, change, sequence, high, low) Mould, shape, roll, decorate, pierce, pattern | P.E: Ball skills: throwing, catching, kicking, passing, batting (hold, aim, tap, target + names of equipment eg, hockey stick) twist, scrunch, rip, tear, | P.E: Dance, move, jumping, swaying, stepping, hopping, spinning (pulse, beat, rhythm, turn, music) repeat, weaving, pattern | P.E: balancing, rolling, jumping, sequence (Recap on previous vocab inc equipment names and movements, order, repeat) Knitting, stitch, technique, skill | P.E: confidence, accuracy (team, together, pass, aim, goal, target,) |
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Literacy

ELG: Comprehension Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

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

| Term 1: | Term 2: | Term 3: | Term 4: | Term 5: | Term 6: |
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| <p>Bug Club phonics programme used to teach phoneme/ grapheme correspondence, reading and writing words/ simple phrases and sentences and to read common exception words.</p> <p>Revision of Phase 1 skills inc. identifying rhyming pairs and oral blending of CVC words e.g. Simon Says/Cross the River.</p> <p>Hear and say initial sounds in words.</p> <p>Write own name.</p> <p>Mark making activities.</p> <p>Introduce handwriting patterns- initially lines and circles and secure a 'pinchy pen' grip.</p> <p>To join in with rhyming stories and begin to identify words that rhyme.</p> <p>Focused texts: Leaf Man, The Gruffalo, Percy the Park Keeper, Tattybogle, Owl Babies, Farmer Duck, Oliver's Vegetables</p> <p>Traditional tales for story telling (developing story language and extending vocabulary): Goldilocks and the Three Bears, The Three Little Pigs, The Three Billy Goats Gruff, The Enormous Turnip, Jack and the Beanstalk, The Little Red Hen.</p> <p>Non-fiction books linked to topic- Trees and Woodlands, Autumn, Harvest.</p> <p>Parent phonic workshops</p> | <p>Bug Club phonics programme used to teach phoneme/ grapheme correspondence, reading and writing words/ simple phrases and sentences and to read common exception words.</p> <p>Intro Mr Magpie- who loves to collect amazing words- Adults and children to use caught vocabulary throughout the week in different contexts.</p> <p>Decode letters and blend to read simple words and phrases.</p> <p>To read common exception words (Phase 2 and Intro Phase 3)</p> <p>To segment sounds heard within words and record in order to write simple words.</p> <p>To use clearly identifiable letters to communicate meaning.</p> <p>To identify capital letters.</p> <p>Phonic workshops with parents contd.</p> <p>Handwriting- letter families beginning with c, a, o, d, g</p> <p>Focused texts: Laura's star, Can't you sleep little bear? Shark in the Dark, Day Monkey Night Monkey, Katie and the Starry Night (Van Gogh).</p> <p>Traditional tales for story telling (developing story language and extending vocabulary): Little Red Riding Hood, The Magic Porridge Pot, The Gingerbread Man, The Ugly Duckling, The Elves and the Shoemaker, The Emperor's New Clothes.</p> <p>Non-fiction books linked to topic- Light: Shadows, Mirrors and Rainbows, Diwali, Guy Fawkes.</p> <p>Library visit.</p> | <p>Bug Club phonics programme used to teach phoneme/ grapheme correspondence, reading and writing words/ simple phrases and sentences and to read common exception words.</p> <p>Mr Magpie- collect new and interesting words- Adults and children to use caught vocabulary throughout the week in different contexts.</p> <p>Decode letters and blend to read simple words, phrases and sentences. (Phase 2 and 3)</p> <p>To read common exception words (Phase 2 and Phase 3)</p> <p>To segment sounds heard within words and record in order to write labels and simple captions showing some awareness of capital letters and full stops.</p> <p>To use clearly identifiable letters to communicate meaning.</p> <p>To identify capital letters.</p> <p>To continue a rhyming string.</p> <p>Focused texts: Harry and the Bucketful of Dinosaurs, Dinosaur Roar, Dinosaurs Galore.</p> <p>Traditional tales for story telling (developing story language and extending vocabulary) and creating story maps:</p> <p>Goldilocks and the Three Bears, The Three Little Pigs, The Three Billy Goats Gruff, The Enormous Turnip, Jack and the Beanstalk, The Little Red Hen.</p> <p>Non-fiction books linked to topic- A range of Dinosaur fact books. Being a Palaeontologist. Story of Mary Anning. Fossils.</p> <p>Library visit.</p> | <p>Bug Club phonics programme used to teach phoneme/ grapheme correspondence, reading and writing words/ simple phrases and sentences and to read common exception words.</p> <p>Mr Magpie- collect new and interesting words- Adults and children to use caught vocabulary throughout the week in different contexts.</p> <p>Decode letters and blend to read simple sentences with fluency and understanding. (Phase 2 and 3)</p> <p>To read common exception words (Phase 2 and Phase 3)</p> <p>To segment sounds heard within words and record in order to write labels, captions and short sentences in meaningful contexts.</p> <p>To use clearly identifiable letters to communicate meaning.</p> <p>To continue to show awareness of capital letters and full stops when reading and writing.</p> <p>Focused texts: A is for Africa, Handa's Surprise, We're going on a Lion Hunt, Anansi and the Talking Melon.</p> <p>Traditional tales for story telling (developing story language and extending vocabulary) and creating story maps: Little Red Riding Hood, The Magic Porridge Pot, The Gingerbread Man, The Ugly Duckling, The Elves and the Shoemaker, The Emperor's New Clothes.</p> <p>Non-fiction books linked to topic- Atlases, books on Africa Culture, African Animals, Safaris and animal camouflage.</p> <p>Library Visit.</p> | <p>Bug Club phonics programme used to teach phoneme/ grapheme correspondence, reading and writing words/ simple phrases and sentences and to read common exception words.</p> <p>Mr Magpie- collect new and interesting words- Adults and children to use caught vocabulary throughout the week in different contexts.</p> <p>Decode letters and blend to read simple sentences with fluency and understanding (Phase 2 and 3) including consonant clusters.</p> <p>To read common exception words (Phase 2 and Phase 3) and introduce Phase 4.</p> <p>To segment sounds (including consonant clusters) within words and use to write simple sentences within meaningful contexts.</p> <p>To spell known exception words with accuracy. (phase 2, 3 and 3)</p> <p>To use clearly identifiable letters to communicate meaning.</p> <p>To sequence ideas within story writing showing growing accuracy in using capital letters, finger spaces and full stops.</p> <p>To re-read sentences to check for sense.</p> <p>Focused texts: Clothesline Clues to Jobs people do, Who's hat is this? Spring poems, One Springy Day, Marvellous Minibeasts,</p> <p>Story Telling: Using known stories, children help create new stories from a selection of characters and props. Create a story map for each story and add vocabulary choices inc. repetitive phrases if used.</p> <p>Non-fiction books linked to topic- Maps, People who Help us, Spring, Minibeast poems.</p> <p>Library Visit.</p> | <p>Bug Club phonics programme used to teach phoneme/ grapheme correspondence, reading and writing words/ simple phrases and sentences and to read common exception words.</p> <p>Mr Magpie- collect new and interesting words- Adults and children to use caught vocabulary throughout the week in different contexts.</p> <p>Decode letters and blend to read simple sentences with fluency and understanding (Phase 2 and 3) including consonant clusters.</p> <p>To read common exception words (Phase 2, 3 and 4)</p> <p>To segment sounds (including consonant clusters) within words and use to write simple sentences within meaningful contexts.</p> <p>To spell known exception words with accuracy. (phase 2, 3 and 4)</p> <p>To sequence ideas within non-fiction and fiction writing showing greater accuracy in using capital letters, finger spaces and full stops.</p> <p>To re-read sentences to check for sense.</p> <p>Form upper and lower case letters with accuracy.</p> <p>Marking to match KS1 to support transition to Year 1.</p> <p>Focused texts: Commotion in the Ocean, Somebody swallowed Stanley, The snail and the whale, A Hole in the Bottom of the Sea, Mister Seahorse, Peter Pan. The Pirates are Coming.</p> <p>Story Telling: Using known stories, children help create new stories from a selection of characters and props. Create a story map for each story and add vocabulary choices inc. repetitive phrases if used.</p> <p>Non-fiction books linked to topic- Ocean Animals, Ocean Habitats, What a Waste (recycling)</p> <p>Library Visit.</p> |



Mathematics

ELG: Number Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; 14 - 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.

ELG: Numerical Patterns Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

| Term 1: Why do Leaves go Crispy? | Term 2: Light Fantastic! | Term 3: Dinosaur Roar! | Term 4: Amazing Africa | Term 5: In Our Patch | Term 6: Under the Sea |
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| <p>(Number songs and rhymes- saying number names in order and beginning to recognise 0-5. Numberblocks episodes Series 1)</p> <p>White Rose Maths Scheme:</p> <p>To match objects-identifying objects that are the same or different. Using maths talk to explain why.</p> <p>To sort objects by a given or child's own criteria inc size/ colour.</p> <p>To identify 'the rule' for a given set of objects and explain which is the 'odd one out'.</p> <p>To compare small amounts (to 5) and state which has more/fewer/ same.</p> <p>To compare and order objects by size/ height/ length.</p> <p>To identify and make simple repeating patterns inc with objects/ sounds/ stories and to be able to 'spot the mistake'.</p> | <p>(Number songs and rhymes- saying number names in order to 10 and back. Numberblocks episodes Series 1)</p> <p>Representing numbers in different ways inc loose parts/ numerals/ numicon/ counters.</p> <p>Subitising with small amounts</p> <p>White Rose Maths Scheme:</p> <p>Comparing numerals 1,2,3 - identifying that as we count up the number line we say a number that is one more each time and when counting back we find the number that is one less.</p> <p>Identifying compositions of 1,2,3</p> <p>Introducing circles and triangles- exploring and comparing sides and corners inc number and whether straight/ curved.</p> <p>Spatial awareness- using positional and directional language to describe a journey or position of an object in relation to others.</p> <p>Representing, compare and explore compositions of 4 and 5.</p> <p>Introduce squares and rectangles linking 4 to the number of sides and corners.</p> <p>Use language of time to describe when events happen eg, morning, night, today, yesterday,</p> <p>Introduce use of timers to measure time of different activities ch are engaged in.</p> | <p>White Rose Maths Scheme:</p> <p>Introducing '0'.</p> <p>Comparing numbers to 5-more than/ same as/ fewer than.</p> <p>Composition of 4 and 5- look for small groups within arrangements (encourage ch to subitise) and explore how numbers can be composed of 2 parts or more than 2 parts (part/whole model).</p> <p>Compare Mass (2)- using balance scales.</p> <p>Compare Capacity (2)- explore capacity using different materials and different sized and shaped containers (tall, thin, narrow, wide and shallow).</p> <p>Counting and Representing 6,7 and 8.</p> <p>Making pairs- arrange small quantities into pairs, recognising that some quantities will have an odd one left over with no partner.</p> <p>Composition of 6,7 and 8.</p> <p>Using 10 frames, show 6,7,8 as 5-wise patterns and pair-wise patterns and compare.</p> <p>Combining two groups- introducing addition.</p> <p>Length and Height- making direct comparisons and using language taller/shorter/ longer/ wider/ narrower.</p> <p>Time- use vocab 'yesterday', 'today', 'tomorrow' to describe when events happen.</p> | <p>White Rose Maths Scheme:</p> <p>Apply counting principles to 9 and 10, counting forwards and backwards.</p> <p>Represent 9 and 10 in different ways and explore compositions.</p> <p>Comparing numbers to 10. Compare 2 then 3 quantities.</p> <p>Number bonds to 10 using different manipulatives.</p> <p>3D shapes.</p> <p>Pattern (2) ABB, AAB, AABB, AABBB patterns.</p> <p>Create patterns around the edge of shapes as well as in straight lines.</p> <p>Then time for consolidation of all concepts taught.</p> | <p>White Rose Maths Scheme:</p> <p>Consolidating key skills: During the Summer Term continue to reinforce:</p> <p>Subitising, Counting principles, Composition, Sorting and Matching, Comparing and Ordering.</p> <p>Building numbers beyond 10. Represent using numicon and 10 frames.</p> <p>Counting Patterns beyond 10 by identifying teen numbers as 10 and a part.</p> <p>How many is 100?</p> <p>Spatial Reasoning (1). Matching arrangements of shapes and objects using positional language to describe the position of object in relation to each other.</p> <p>Tangrams</p> <p>Addition and Subtraction- creating First, Then, Now stories.</p> | <p>White Rose Maths Scheme:</p> <p>Consolidating key skills: During the Summer Term continue to reinforce:</p> <p>Subitising, Counting principles, Composition, Sorting and Matching, Comparing and Ordering.</p> <p>Inc. Deepening Understanding</p> <p>Patterns and Relationships. Investigate relationships between numbers and shapes. Copy, continue and create a wide range of repeating and symmetrical patterns. Draw ch's attention to patterns from different cultures.</p> <p>Spatial Reasoning (4) Make maps and plans to represent places.</p> <p>Consolidation and preparation for transition into Year 1.</p> |



Understanding the World

ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling

ELG: People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

| Term 1: | Term 2: | Term 3: | Term 4: | Term 5: | Term 6: |
|---|---|--|---|---|--|
| Why do Leaves go Crispy? | Light Fantastic! | Dinosaur Roar! | Amazing Africa | In Our Patch | Under the Sea |
| <p>Talk time: Talk about members of own family, share similarities and differences in our family life inc special celebrations and daily activities.</p> <p>Introduce a simple timeline from baby to now. Compare common experiences/ objects that belonged to us as babies and now as children. Introduce simple vocab to represent now and then.</p> <p>Share a range of fiction and non-fiction books to help ch develop an understanding of the past and present: Suggested titles include: Dogger, The Toy Maker, Grandma's Quilt, When I was young,</p> <p>Explore the natural world: identifying seasonal changes of Autumn. Autumn walk in the park.</p> <p>Introduction of our local 'community'. Share aerial map to show Stanley Road and All Souls' school and location of park and co-op. Place library onto map before our visit. (ch to collage different features)</p> <p>Name and describe familiar plants and animals within a woodland setting.</p> <p>Caring for the natural world: To know the value of trees and plants within our environment for us and animals (food, shelter, shade, oxygen).</p> | <p>Talk time: Name and describe people who are familiar to us (keeping healthy theme) e.g. doctor/ nurse/ dentist/ optician- share experiences and knowledge.</p> <p>Share celebrations of children this term: Tihar, Diwali, Christmas. Explore lights used within each celebration.</p> <p>Compare characters from the past and organise events using basic chronology, recognising that things happened before they were born. Lang: history/ past. Story of Guy Fawkes.</p> <p>Share a range of fiction and non-fiction books to help ch develop an understanding of the past and present: Suggested titles include: Dogger, The Toy Maker, Grandma's Quilt, When I was young,</p> <p>Explore the natural world- collect colourful leaves to decorate our home-made lanterns.</p> <p>Create own maps from familiar stories e.g. What the ladybird Heard or Little Red Riding Hood. Use simple directional/ positional language.</p> <p>Bee bots- programme bee bot to travel a set pathway.</p> <p>Observe and interact with natural processes: Light travelling through transparent material and shadows. Stained glass windows and Shadow puppet theatre.</p> | <p>Understand that some places are special to different members of the community- church visit. Add church to our community map.</p> <p>Gaining a sense of chronology. Being a palaeontologist. Exploring fossils. Introduce new vocab 'prehistory'.</p> <p>Share a range of fiction and non-fiction books to help ch develop an understanding of the past and present: Suggested titles include: Dogger, The Toy Maker, Grandma's Quilt, When I was young,</p> <p>Explore the natural world- Use senses to explore the season of Winter. Explore ice melting.</p> <p>Find out about animals and birds that hibernate or migrate during the Winter and animals who are suited to the cold (polar animals).</p> <p>Caring for our local environment: make bird feeders.</p> | <p>Talk time: Keeping healthy through eating healthily and exercise. (Keep an exercise diary and taste new fruits and vegetables).</p> <p>Cultural story telling from generation to generation: Share 'Anansi' stories from Ghana.</p> <p>Compare lives of children in urban and rural Kenya to our own daily routines- What is the same? What is different?</p> <p>Create maps through stories using the book 'Going on a Lion Hunt'. Use geographical features found in Kenya. How do these features compare to features within our environment?</p> <p>To know which colours and patterns are important to the Maasai people in Kenya. Create Maasai 'beaded' neck collar.</p> <p>To know how animal patterns can help them camouflage.</p> <p>Observe and interact with natural processes: Explore sounds and vibrations when drumming.</p> | <p>Talk time- describe people who are familiar to us. Who helps us in our community? Bus drivers, police officers, fire service, hairdressers, shop and delivery staff, teachers, refuse workers. Children share own experiences with people who are familiar to them- create role play box of people who help for use during CIA.</p> <p>Comment on images of familiar situations from the past and compare with experiences today: Explore shops and shopping, schools and travelling.</p> <p>Share a range of fiction and non-fiction books to help ch develop an understanding of the past and present: Suggested titles include: Dogger, The Toy Maker, Grandma's Quilt, When I was young,</p> <p>Explore the natural world- identify the seasonal changes that Spring brings. Explore life-cycles of frogs and butterflies and watch chicks hatch.</p> <p>Caring for our local environment: Litter pick in the park. Creating bug hotels. (Park School)</p> <p>Visit to local shop, library and park.</p> <p>Observe and interact with natural processes: explore magnets and magnetic materials.</p> | <p>Talk time- safety at the seaside (in preparation for the summer holidays). Sea safety and sun safety.</p> <p>Comment on images of familiar situations from the past and compare with experiences today: Seaside fun then and now.</p> <p>Share a range of fiction and non-fiction books to help ch develop an understanding of the past and present: Suggested titles include: Dogger, The Toy Maker, Grandma's Quilt, When I was young,</p> <p>To compare and contrast environments: Seas and Oceans. Who lives here?</p> <p>Caring for the natural world- the dangers of pollution and plastics in our ocean. What can we do?</p> <p>Observe and interact with natural processes: Floating and sinking.</p> |

Subject specific vocab:

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|---|---|--|--|---|--|
| <p>Autumn, season, change, Harvest, scare-crow, history, past, then, now (present), (vocab will be recapped over the following terms).</p> <p>Town, Folkestone, Cheriton, road, buildings, library, school. Road names. community</p> | <p>Light, light source, bright, dim, celebrate, festival, Guy Fawkes, Gunpowder Plot.</p> <p>Maps, positional vocab e.g. next to, behind, under, in front of. Features eg path, woods, river.</p> | <p>Intro new vocab: pre-history. Palaeontologist, fossils, research. Dinosaur names and features - skin, scales, spikes, horns, protect, defend, extinct, carnivore, herbivore.</p> <p>Environment. Hibernation, Migration, features of Winter, season, change, melt, freeze, hibernate/ migrate</p> | <p>World, continent, countries, Africa, Kenya, Maasai people, village, town, countryside. Same, different, similar.</p> <p>Sound, vibration, play, tune, hit, bang, tap, shake, high, low, names of musical instruments.</p> | <p>Compare, same, different, change (over time), Features of Spring, life-cycle, grow, young, adult</p> <p>Magnetic, non-magnetic, push, pull, force</p> <p>Job, worker, local environment, town, street, road.</p> | <p>Compare, same, different, change (over time), Seas, oceans, coast, habitat, pollution, float, sink, sea creature names,</p> |
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Expressive Arts and Design

ELG: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

| Term 1: | Term 2: | Term 3: | Term 4: | Term 5: | Term 6: |
|--|---|--|---|--|---|
| Why do Leaves go Crispy? | Light Fantastic! | Dinosaur Roar! | Amazing Africa | In Our Patch | Under the Sea |
| Daily class rhymes and action songs. <u>Charanga: Autumn 1: Me</u> Songs and activities that embed pulse, rhythm and pitch and explore voices and classroom instruments. Performance: Harvest Supper with Parents. Performance of Harvest songs and stories. Leaf rubbing/ printing. Musician/ Live performance: e.g. local band/ Nepali dancer Collaborative scarecrow making. Andy Goldsworthy: Leaf Art. Create transient art. | Daily class rhymes and action songs including songs to learn for our Christmas performance. <u>Charanga: Autumn 2: My Stories</u> Songs and activities that embed pulse, rhythm and pitch and explore voices and classroom instruments. Christmas performance to parents Clay work- diva lamps (making a simple thumb pot) Colour mixing. Creating sun catchers. Shadows and shadow puppet making Van Gogh- starry night pictures - exploring pattern and shape. Collage fireworks- experimenting with materials and textures. Musician/ Live performance: Pantomime | Daily class rhymes and action songs. <u>Charanga: Spring 1: Everyone</u> Songs and activities that embed pulse, rhythm and pitch and explore voices and classroom instruments. Explore the sounds of different instruments. Collaborative 3d fossils. Respond to clip of Chinese new year dragon dance. Create our own dragon moves. Art Studio: explore joining techniques (moving dinosaurs). Music Appreciation: Chinese Dragon Dance music. Tchaikovsky- Waltz of the Snowflakes Musician/ Live performance: e.g. local band | Daily class songs and action songs including Easter Songs to share with parents. <u>Charanga: Spring 2: Our World</u> Songs and activities that embed pulse, rhythm and pitch and explore voices and classroom instruments. Explore art from different cultures- African tribal patterns and colours. Music appreciation: Call and Response songs from Ghana. Djembe drumming- creating bass, tone and slap notes. Creating a simple rhythm. Musician/ Live performance e.g. Djembe drummer Art studio- drawing using shapes and choosing colour for emotion/ effect Weaving Animal patterns- camouflage | Daily class songs and action songs. <u>Charanga: Summer 1: Big Bear Funk</u> Songs and activities that embed pulse, rhythm and pitch and explore voices and classroom instruments. Music appreciation: Flight of the Bumblebee Rimsky-Korsakov Carnival of the animals (Fossils)- Saint-Saens Musician/ Live performance. Art studio- adding detail in our drawings. Matisse: The Snail. (ripping and cutting shapes to create our own snail pictures). Finger knitting (knitting scarves for our Buddy Bears), 3d blossom branches | Daily class songs and action songs. <u>Charanga: Summer 2: Reflect, Rewind and Replay</u> Revision and consolidation of learning so far. Performance: Sea shanty/ story performed at the Coastal Park. 3d aquariums. Music appreciation: Aquarium music Musician/ Live performance. Art studio- Wax resist Pebble art |

Subject specific vocabulary:

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| Texture, feel, rub, Print, make, construct, position, place, join, connect, attach, stick, cut, snip, fold, material +into equipment– glues, tape, hole punch, crinkle rollers Pulse, rhythm, pitch | Clay, mould, form, shape, press, pinch, squeeze, decorate + intro clay tools. Colours, mix, change, create, puppet, artist, collage, transparent, Pulse, rhythm, pitch | Recap linked vocab from previous terms plus: 3d, concertina, Dance, move, shape, speed, position Pulse, rhythm, pitch | Recap linked vocab from previous terms plus: Pattern, colour, camouflage, tribe, repeat, weave Drum, call, response Pulse, rhythm, pitch | Recap linked vocab from previous terms plus: Detail, feature, adapt, change, Wool, knit, technique, skill, stitch, Pulse, rhythm, pitch | Recap linked vocab from previous terms plus: Shape, position, place, feature, detail, Waterproof, 3d, Pulse, rhythm, pitch |
|---|--|--|---|--|---|



Additional Curricular Activities and experiences

| Term 1: | Term 2: | Term 3: | Term 4: | Term 5: | Term 6: |
|---|--|--|--|---|---|
| Why do Leaves go Crispy? | Light Fantastic! | Dinosaur Roar! | Amazing Africa | In Our Patch | Under the Sea |
| <p>Makaton signing- feelings, colours of Autumn, and the 'Good Morning' song.</p> <p>Park school: Literacy based- developing story ideas based on a familiar book e.g. Percy the Park Keeper, Owl Babies, Leaf Man.</p> <p>Phonic Workshops for Parents.</p> <p>Visit from musicians/ live performance e.g. Nepali band.</p> <p>Harvest performance to Parents (sharing rhymes, stories, songs and learning).</p> | <p>Makaton signing- question words (who what why where when) and signs to use alongside our Christmas songs.</p> <p>Christmas performance to parents.</p> <p>Library visit.</p> <p>Church visit.</p> <p>Live performance: Trip to local pantomime.</p> | <p>Makaton signing- theme: Dinosaurs and other animals (inc size/ body features)</p> <p>Library Visit</p> <p>Park School: Big Schools' Bird Watch and Making Bird Feeders.</p> <p>Cleaning nest boxes in preparation for setting up nest box camera.</p> <p>Community in Action: Making Kindness Cards to share with others.</p> | <p>Makaton signing- theme: Keeping healthy.</p> <p>Park school- Community in Action. Weekly litter pick in the park plus create poster to encourage others to keep our park tidy. Tidying our own garden and planting veg/ flowers for the Spring/ Summer.</p> <p>Library visit</p> <p>Visit from musicians/ live performance e.g. Djembe drummer.</p> <p>Easter Service performance in the church.</p> <p>Maths problem solving with parents- fruit kebabs.</p> | <p>Makaton signing- signs for places and features within the environment.</p> <p>Park school- Spring 'I Spy' and poetry plus making mud nests.</p> <p>Library visit</p> <p>Book week</p> <p>Visit to local shops.</p> <p>Community in Action: Reaching out in the local community- planting up containers (with our home grown plants) to give to older members of the community.</p> | <p>Makaton- Sea animals and words to support transition to Year 1.</p> <p>Park school: Team games, mindfulness labyrinths, bubble wands and toasting marshmallows. Celebrating a fantastic year in Ladybirds.</p> <p>End of year trip to the Coastal Park- story/ sea shanty performance/ pebble art/ maths based treasure hunt.</p> <p>Sports Day</p> <p>Transition days to Year 1 classes.</p> <p>Library Visit</p> |

ICT: Online Safety- Book: Webster's Manners

Use technology safely and respectfully.

Know who to go to for help if something worrying happens when using technology, Talking about good and bad choices in real life.

Outcome: web of Kindness photo display

Vocab: self image, identity, relationships, reputation, bullying, information, health, wellbeing, lifestyle, privacy, security, safe, trust, kind, careful, technology, online, device, choice, tell.

ICT: Information Technology- Activity: Using Technology

Children become familiar with the letter and layout of the keyboard. Practice typing their own name / simple sentence.

Class competition: can we increase typing speed whilst keeping accuracy?

Use technology around classroom- interactive whiteboard, ipad or digital camera to photograph objects, watch/create video clip, listen to music and search internet with adult support.

Vocab: tablet, iPad, computer, internet, phone, keyboard, mouse, interactive, interactive whiteboard, photograph, camera, technology, information, communicate.

ICT: Computer Science- Activity: Easi-Cars V2

Children will experiment and explore with control technology and develop their directional language,

Ch could create narratives about mini-adventures and journeys or create landscapes for the vehicles to travel through.

Ch must show their digital literacy skills by being able to share their equipment and be respectful.

Vocab: share, respectful, direction, technology, control, commands, code, steps, program, run.



Characteristics of effective teaching and learning

Playing and Exploring: children investigate and experience things, and 'have a go'.

Children will be learning to...

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| Realise that their actions have an effect on the world, so they want to keep repeating them. | Plan and think ahead about how they will explore or play with objects. | Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next." | Make independent choices | Bring their own interests and fascinations into early years settings. This helps them to develop their learning. | Respond to new experiences that you bring to their attention. |
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Active Learning: children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

Children will be learning to...

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| Participate in routines, such as going to their cot or mat when they want to sleep. | Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens. | Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object. | Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit. | Keep on trying when things are difficult. | |
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Creating and Thinking Critically: children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Children will be learning to...

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| Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup. Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets. | Review their progress as they try to achieve a goal. Check how well they are doing. Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries. | Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce." | Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. | Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions. | |
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