



Ambition - Community - Equality

EYFS Long Term Plan – Nursery

<u>Enrichment/ Visits</u>	Harvest Autumn Walk	Christmas Nativity Bonfire Night Diwali Remembrance Day Winter Walk	Chinese New Year Spring Walk	Easter Parade Mother's Day Assembly World Book Day	Celebrating Father's Day Summer Walk	Trip to Sheldon Farm Sports Day Transition to Reception – Graduation
<u>Nursery</u>	Autumn 1 What makes a good friend?	Autumn 2 Can you sing your favourite nursery rhyme?	Spring 1 What colours can I see around me?	Spring 2 Which pet will I choose?	Summer 1 What is your favourite food?	Summer 2 Can you tell me a story?
<u>Communication and Language</u> By the end of Nursery	<p>ELG Communication and Language -Listening, Attention and Understanding: 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 conversations when engaged in back and forth exchanges with their teacher and peers</p> <p>ELG Communication and language -Speaking: Participate in small group, class and one to one discussion, offering their own ideas, using recently introduced vocabulary. Offer explanation 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 past. Present and future tenses and making use of conjunctions, with modelling and support.</p>					
	<ul style="list-style-type: none"> - Enjoy listening to stories and can remember much of what happens. - Sing simple songs and rhymes 	<ul style="list-style-type: none"> -Enjoy listening to longer stories and can remember much of what happens. - Pay attention to more than one thing at a time. -Use a wider range of vocabulary. -Understand a question or instruction that has two parts. -Understand 'why' questions 	<ul style="list-style-type: none"> -Sing a large repertoire of songs. -Know many rhymes, be able to talk about familiar books, and be able to tell a long story. -Develop their communication but may continue to have problems with irregular tenses and plurals. 	<ul style="list-style-type: none"> Sing a large repertoire of songs. -Know many rhymes, be able to talk about familiar books, and be able to tell a long story. -Develop their communication but may continue to have problems with irregular tenses and plurals. 	<ul style="list-style-type: none"> - Use longer sentences of four to six words. - Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. -Start a conversation with an adult or a friend and continue it for many turns. -Use talk to organise themselves and their play 	<ul style="list-style-type: none"> - Use longer sentences of four to six words. - Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. -Start a conversation with an adult or a friend and continue it for many turns. -Use talk to organise themselves and their play



<p>Literacy By the end of Nursery</p>	<p>ELG Literacy – Comprehension: 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 Literacy – Word Reading: 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 Literacy – Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others</p>					
<p>Key Texts:</p>	<p>Each Peach, Pear Plum Dear Mother Goose Humpty Dumpty</p> <p>Learning Focus Orally retelling stories Rehearing Nursery rhymes</p>	<p>Goldilocks & The 3 Bears</p> <p>Learning Focus Orally retelling stories Rehearing Nursery rhymes Sequencing Stories</p>	<p>Brown Bear, Brown Bear, What do you see? Elmer</p> <p>Learning Focus Orally retelling stories Innovating a story Rehearing Nursery rhymes Sequencing Stories</p>	<p>Dear Zoo That’s Not My Puppy!</p> <p>Learning Focus Orally retelling stories Innovating a story Rehearing Nursery rhymes Sequencing Stories</p>	<p>Rosie’s Walk Handa’s Surprise The Gingerbread Man</p> <p>Learning Focus Orally retelling stories Innovating a story Rehearing Nursery rhymes Sequencing Stories Make predications</p>	<p>The Gruffalo The Three Billy Goat’s Gruff</p> <p>Learning Focus Orally retelling stories Innovating story Rehearing Nursery rhymes Sequencing Stories Make predictions.</p>
<p>Foundation Phonics Little Wandle</p>		<p>Tuning Into Sound Activities/Oral blending s a t p i n</p>	<p>Tuning Into Sound Activities/ Oral blending m d g o c k e</p>	<p>Tuning Into Sound / Oral blending Activities u r h b f l j</p>	<p>Tuning Into Sound / Oral blending Activities v w y z q u c h</p>	<p>Tuning Into Sound / Oral blending Activities c k x s h t h n g n k</p>
<p>Mathematics By the end of Nursery</p>	<p>ELG Mathematics – Number: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG Mathematics – Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>					
<p>White Rose</p>	<p>Colours Matching objects/ shapes Sorting by colour, shape and size</p>	<p>Number 1 and Number 2 • Subitising • Counting • Numeral</p>	<p>Number 3 , 4 and 5 • Subitising • Counting • Numeral • Link to shape Consolidate numbers 1 – 5</p>	<p>Number 6 Introduce 10 frame Height & Length Mass Relate to books Capacity</p>	<p>Sequencing Positional Language More than/fewer than Shape – 2D 3D Revisit</p>	<p>Number composition 1 – 5 Revision What comes after? What comes before? Numbers to 5 Consolidations</p>



<p>PSED By the end of Nursery</p>	<p>ELG PSED – Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG PSED – Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG PSED – Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>					
<p>PSHE Themes</p>	<p>Me and my relationships Marvellous me! I'm special</p>	<p>Keeping myself safe People who help to keep me safe (including Listening to my feelings) Safety Indoors and Outdoors What's safe to go into my body</p>	<p>Valuing difference Me and my friends Friends and family Including everyone</p>	<p>Rights and responsibilities Looking after myself Looking after others Looking after my environment</p>	<p>Being my best What does my body need? I can keep trying I can do it!</p>	<p>Growing and changing</p>
<p>Physical Development By the end of Nursery</p>	<p>ELG PD – Gross Motor Skills: Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p> <p>ELG PD – Fine Motor Skills: 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, paintbrushes and cutlery. Begin to show accuracy and care when</p>					
	<p>Gross & Fine motor skill activities</p> <p>PE Unit – Fundamental Movement Skills</p> <p>-I can begin to run and move without bumping into anyone or anything -I can begin to change how fast I go and which way I go -I can go faster or slower when someone tells me -I can hold things with two hands and move at the same time -I can explore moving in lots of ways (crawling, running, jumping, walking)</p>	<p>Gross & Fine motor skill activities</p> <p>PE Unit - Locomotion</p> <p>-I can use benches/ boxes to pull myself up -I can begin to know how to play games -I can begin to stand on one foot when shown</p>	<p>Gross & Fine motor skill activities</p> <p>PE Unit – Stability</p> <p>-I can move when I hear music -I can listen to music and move to it when told -I can copy what someone says (stop, dance)</p>	<p>Gross & Fine motor skill activities</p> <p>PE Unit – Dance</p> <p>-I can begin to run without bumping into anyone or anything -I can begin to change how fast I go and which way I go -I can go faster or slower when someone tells me -I can hold things with two hands and move at the same time -I can explore moving in lots of ways (crawling, running, jumping, walking)</p>	<p>Gross & Fine motor skill activities</p> <p>PE Unit – Athletics</p> <p>-I can go faster and slower -I can walk or run towards a place or a thing that someone says -I can try to throw different things that can be big or small -I can begin to jump and land on my feet -I can begin to jump on to a line -I can begin to push/pull/ throw things</p>	<p>Gross & Fine motor skill activities</p> <p>PE Unit - Athletics</p> <p>-I can go faster and slower -I can walk or run towards a place or a thing that someone says -I can try to throw different things that can be big or small -I can begin to jump and land on my feet -I can begin to jump on to a line -I can begin to push/pull/ throw things</p>



<p>Understanding The World By the end of Nursery</p>	<p>ELG UTW – Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG UTW –People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>ELG UTW – The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>					
<p>Science</p>	<p>-I can talk about the seasonal changes in my environment (Autumn) (Leads into rec – understanding the effects of changing seasons on their environment)</p>	<p>- I can talk about the seasonal changes in my environment (Winter) (Leads into rec – understanding the effects of changing seasons on their environment)</p>		<p>-I can name and draw common animals (dog, cat, rabbit, fish) (Leads into reception and year 1 naming a variety of common animals – Animals Including Humans)</p> <p>- I can talk about the seasonal changes in my environment (Spring) (Leads into rec – understanding the effects of changing seasons on their environment)</p>	<p>-I can say that plants grow and need water and sunlight - I can draw plants in my environment (Leads into reception observing the growth of plants) -I can say that fruit and vegetables are healthy for me (Leads into rec – knowing what we need to stay healthy)</p>	<p>-I can say what is in my environment: tree, plant, flower, animal, person (Leads into rec and Y1 naming a variety of common animals and plants – Animals Including Humans)</p> <p>- I can talk about the seasonal changes in my environment (Spring) (Leads into rec – understanding the effects of changing seasons on their environment)</p>
<p>History</p>	<p>-I can talk about how I have changed from a baby to a 3 year old (Leads into rec – talking about events in their own lives)</p>	<p>-I can talk about an event that has happened to me (Leads into rec – talking about events in their own lives)</p>	<p>--I can respond to time related phrase: ‘now’ (Leads into rec – understanding of ‘the past’ and ‘now’)</p>	<p>- I can start to make my own time line (Leads into rec – talking about events in their own lives)</p>	<p>-I can listen to story and follow what happens over time -I can see changes in time -I can order simple pictures with support to tell a story (Leads into rec – listening to a story about the past and saying how it is different to our lives today – school in the past)</p>	<p>-I can see how I have changed over time. -I can respond to questions relating to time-What did you do yesterday? This morning? -I can see how I have changed over time and remember an event in time (Leads into rec – talking about events in their own lives)</p>
<p>Geography</p>	<p>-I can explore my environment (school) I can navigate my way around my school (Leads into rec – describing the school environment, knowing a map is used to find places)</p>	<p>-I can explore my environment (school) I can navigate my way around my school (Leads into rec – describing the school environment, knowing a map is used to find places)</p>	<p>-I can make simple observation/ pictures of the environment around me (Leads into rec – describing the school environment, naming human and physical features)</p>	<p>-I can make simple observation/ pictures of the environment around me (Leads into rec – describing the school environment, naming human and physical features)</p>	<p>-I can see changes in the world around me (Leads into rec – seasonal changes) -I can say that plants grow (Leads into rec – observing and growing plants) -I can say the things I can hear on a nature/listening walk (Leads into rec – describing the school environment)</p>	<p>-I can understand that places in my community look different. (Leads into rec – naming similarities and differences between life in this country and in another country) -I can point different to things in my environment to describe (tree, grass, playground) (Leads into rec – naming human and physical features)</p>



<p>RE</p>	<p>Inclusion and Belonging What makes you, you? What do you belong to? (School, class, family, clubs etc) Sikhism- Baisakhi. The Sikh Amrit ceremony. Sikh names of Kaur and Singh given at birth</p>	<p>Participating and being willing When have you taken part in events, games or activities? Christianity Christmas Story- the start of Jesus' life as God's servant/son</p>	<p>Appreciate Beauty Why do we like the sun to shine and the sky to be blue? I can talk about what is beautiful to me Christianity Easter Story – beauty of the rebirth</p>	<p>Being Loyal and Steadfast What sort of friend are you? Judaism The story of Hanukkah.</p>	<p>Living by Rules What rules do you have at school and at home? Sikhism- Rules of washing of hands, removing shoes and covering head as a sign of respect in the Gurdwara.</p>	<p>Being Courageous and Confident What is courage? When have I been courageous? Christianity- Daniel and other stories of courage in the Bible.</p>
<p>Computing</p>	<p>-I can remember and join in with rhymes and familiar stories - I can join in with rhymes and stories. - I can identify and listen rhymes. - I can select and play a rhyme on the interactive board/DVD player. Final Project Picture of children using a digital device -ie easi – speaker to record themselves singing a nursery rhyme. (Leads into rec – recording and adding sound effects, composing a song and recording it)</p>	<p>-I can match images to a sound. Supervise the children choosing appropriate images for a specific purpose (e.g. images of trains) by using technology -I can listen to stories, music, watch animations using digital devices. - I can select different sounds to create a song. -I can use a mouse or interactive pen to make a selection. Final Project To create a song by selecting different sounds combined to make a song</p>	<p>-I can identify colours by clicking/using a touch screen. - I can match colours to the word on an interactive board. -I can select colours when painting on a digital device. -I can erase parts of the picture. - I can draw using a touch screen Final Project To paint a picture – portrait (Leads into rec – drawing a monster using a variety of tools)</p>	<p>-I can recognise there is a range of technology at home and school to access. - I can demonstrate that I know that information can be retrieved from computers. - I can operate devices and equipment in school, sometimes with adult support. - I can use a digital device to take a photography of the various ICT equipment. -I can recognise the use of real and imaginary technologies, including online tools Final Project Pictures of children using different technical devices (Leads into rec – naming technology around us and using it safely)</p>	<p>- I can operate simple equipment e.g. turns on CD player and uses remote control. -I can show an interest in technological toys with knobs or pulleys or real objects such as cameras or mobile phones. - I can show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Final Project Children to build a toy using blocks. (Leads into rec – naming technology around us and using it safely)</p>	<p>-I can listen to and follow directions. -I can operate some ICT or mechanical toys. . -I know what are algorithms. -I can create a set of algorithms -I can follow a set of algorithms Final Project Children to create a set of algorithms to move a remote control car (teachers to support) (Leads into rec – creating an algorithm to programme into a robot)</p>
<p>Online Safety</p>	<p>Self-Image and Identity (4 lessons + 2 follow up tasks) - I can name and recognise uncomfortable, embarrassed, and upset emotions - I can recognise, online or offline, that</p>	<p>Self-Image and Identity (4 lessons + 2 follow up tasks) - I can name and recognise uncomfortable, embarrassed, and upset emotions - I can recognise, online or offline, that anyone</p>	<p>Online Reputation (3 lessons + 2 follow up tasks) - I can identify ways that I can put information on the internet. Online Bullying (3 lessons + 2 follow up tasks) - I can describe ways that some people can be</p>	<p>Online Reputation (3 lessons + 2 follow up tasks) - I can identify ways that I can put information on the internet. Online Bullying (3 lessons + 2 follow up tasks) - I can describe ways that some people can be unkind online</p>	<p>Opportunity to revisit previous units/consolidate learning</p>	<p>Opportunity to revisit previous units/consolidate learning</p>



	<p>anyone can say 'no thank you' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset</p> <p>Online Relationships (3 lessons + 2 follow up tasks)</p> <ul style="list-style-type: none"> - I can recognise some ways in which the internet can be used to communicate - I can give examples of how I (might) use technology with people I know 	<p>can say 'no thank you' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset</p> <p>Online Relationships (3 lessons + 2 follow up tasks)</p> <ul style="list-style-type: none"> - I can recognise some ways in which the internet can be used to communicate - I can give examples of how I (might) use technology with people I know 	<p>unkind online - I can offer examples of how this can make others feel.</p>	<p>- I can offer examples of how this can make others feel.</p>		
Expressive Art	<p>ELG EAD – Creating with Materials: 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.</p> <p>ELG EAD – Being Imaginative and Expressive: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>					
Art	<p>-I can make different types of marks with different materials</p> <p>-I can say which material I like and why</p> <p>(Leads into rec – using pencils to draw and paintbrushes)</p>	<p>Kandinsky</p> <ul style="list-style-type: none"> -I can name the colours: red, white, blue, yellow, black -I can hold a paintbrush to mark make -I can follow a line <p>(Leads into rec –painting sunflowers in the style of Van Gogh)</p>	<p>Matisse</p> <ul style="list-style-type: none"> -I can hold scissors and begin to snip with support -I can choose coloured shapes and stick them down with glue <p>(Leads into rec – collage in the style of Paul Klee using scissors to cut shapes)</p>	<p>Arcimboldo</p> <ul style="list-style-type: none"> -I can make a picture from fruit and vegetables -I can control objects -I can print with some control <p>(Leads into Y1 – polystyrene tile printing – linked to plants work)</p>		
	<p>-I can respond to: I can see...I can see the colours...I like/ do not like the art work</p> <p>-I can hold mark making equipment to make and explore different marks</p> <p>-I can respond to a question to say what I have drawn, painted or made</p> <p>-I can make decisions about what colours to use</p>					
DT	<p>Cooking</p> <ul style="list-style-type: none"> -I can chop soft vegetables using a knife and fork to make a vegetable soup <p>(Leads into rec – making a healthy salad by chopping)</p>	<p>DT</p> <ul style="list-style-type: none"> - I can choose from a range of materials to make my own puppet for a nursery rhyme character 	<p>Cooking</p> <ul style="list-style-type: none"> - I can make a stir fry - I can use a knife and fork to chop soft vegetables -I can stir using a wooden spoon <p>(Leads into rec – making a healthy salad by chopping)</p>	<p>DT</p> <ul style="list-style-type: none"> - I can make my own pet - I can choose from different materials to make something on my own -I can hold scissors to snip with some control 	<p>Cooking</p> <ul style="list-style-type: none"> -I can make a fruit salad -I can describe the ingredients -I can use a knife and fork to cut soft fruit I can help weigh the ingredients using a rocker scale -I can use a spoon to mix and stir 	<p>DT – I can make a simple structure and choose from a range of materials</p> <p>Cooking – I can make Gruffalo Crumble</p> <p>I can describe the ingredients</p> <ul style="list-style-type: none"> -I can use a knife and fork to cut I can help weigh the ingredients using a rocker scale



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	fruit and vegetables with a knife and fork)	(Leads into rec – making a home for the 3 little pigs using a range of materials)	fruit and vegetables with a knife and fork)	(Leads into rec – making a home for the 3 little pigs using a range of materials)	(Leads into rec – making a healthy salad by chopping fruit and vegetables with a knife and fork)	I can use a spoon to mix and stir (Leads into rec – making a healthy salad by chopping fruit and vegetables with a knife and fork)
Music	<p>I can imitate movement in response to music I can move my whole body to sounds I enjoy, such as music or a regular beat I can say whether sounds are loud or quiet I can sing some familiar songs and nursery rhymes in a group I can create sounds by banging, shaking, or tapping and show an interest in the way musical instruments sound I can tap a simple repeated rhythm I can talk about a piece of music and express an opinion</p>					
	Learn to sing 'The Wheels on the Bus' and link to sing other popular Nursery Rhymes Experiment with percussion instrument to accompany songs	Learn to sing 'Let's be friends' Experiment with percussion instrument to accompany songs	Learn to sing 'The Rainbow song' Experiment with percussion instrument to accompany songs	Learn to sing 'How much is that doggy in the window' Experiment with percussion instrument to accompany songs	Learn to sing 'Ten Fat Sausages' Experiment with percussion instrument to accompany songs	Learn to sing 'Jack and Jill went up the hill' Experiment with percussion instrument to accompany songs



Ambition - Community - Equality



EYFS Long Term Plan: Reception

<u>Enrichment / Visits</u>	Harvest Visit from Rev Autumn Walk	Christmas Nativity Diwali Remembrance Day Dentist Talk	Mother's Day Assembly Spring walk	Visit from Local PCSO/ Dentist World Book Day Easter Parade Dentist Talk	Walk around school ground Summer Walk Farm Trip	Sports Day Transition to Year 1
<u>Reception</u>	Autumn 1 What makes me great?	Autumn 2 When do we celebrate?	Spring 1 Where do I live?	Spring 2 What job do I want to have?	Summer 1 How do things grow?	Summer 2 How do we get there?
<u>Communication and Language</u> To achieve by the end of Reception	<p>ELG Communication and Language -Listening, Attention and Understanding: 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 conversations when engaged in back and forth exchanges with their teacher and peers</p> <p>ELG Communication and language -Speaking: Participate in small group, class and one to one discussion, offering their own ideas, using recently introduced vocabulary. Offer explanation 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 past. Present and future tenses and making use of conjunctions, with modelling and support.</p>					
	<ul style="list-style-type: none"> -To understand how to listen carefully and know why this is important. -Use talk to organise themselves and their play, "Let's go on a coach.. I'll be mummy" 	<ul style="list-style-type: none"> -To begin to understand how and why questions. -To listen to and talk about stories to build familiarity and understanding with a focus on traditional tales and familiar stories during this term. -Engage in story time by listening to stories and poems and singing songs and rhymes, 	<ul style="list-style-type: none"> -Show they understand a question such as who, what, where, when, why and how. -Describe events in some detail - Engage in non-fiction books. - Use new vocabulary throughout the day 	<ul style="list-style-type: none"> -To answer simple questions with a relevant response. -Connect one idea or action to another using a range of connectives. 	<ul style="list-style-type: none"> -To be able to ask questions to find out more and to check they understand what has been said. -Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. 	<ul style="list-style-type: none"> -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. -Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate
<u>Literacy</u> To achieve by the end of Reception	<p>ELG Literacy – Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role play.</p> <p>ELG Literacy – Word Reading: 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.</p> <p>ELG Literacy – Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others</p>					
<u>Key Texts:</u>	Peace At Last! <u>Learning Focus</u> Drama Retelling stories	Ben and Gran Dear Santa <u>Learning Focus</u> Drama Retelling stories Letter Writing Cards	The 3 Little Pigs Hansel & Gretel <u>Learning Focus</u> Drama Retelling stories traditional story Wanted Poster Dialogue	Zog Zog and the Flying Doctors <u>Learning Focus</u> Drama Retelling stories Information writing Story Settings	Farmer Duck Oliver's Vegetables <u>Learning Focus</u> Drama Retelling a stories Writing own version of the story Instruction writing Dialogue	We're Going on a Bear Hunt! <u>Learning Focus</u> Drama Retelling stories Recount Using adjectives Facts file about bears



Phonics Little Wandle Planning	Phase 2	Phase 2 Phase 3	Phase 3	Phase 3	Phase 4	Phase 4
Mathematics	<p>ELG Mathematics – Number: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG Mathematics – Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>					
<p>Mastering Number Autumn</p> <p>White Rose Spring Summer</p>	<p>Subitising within 3</p> <p>Focus on counting skills</p> <p>Explore how all numbers are made of 1s</p> <p>Focus on composition of 3 and 4</p> <p>Subitise objects and sounds</p> <p>Comparison of sets - 'just by looking'</p> <p>Use the language of comparison: more than and fewer than</p>	<p>Focus on counting skills</p> <p>Focus on the 'five-ness of 5' using one hand and the die pattern for 5</p> <p>Comparison of sets - by matching</p> <p>Use the language of comparison: more than, fewer than, an equal number</p> <p>Explore the concept of 'whole' and 'part'</p> <p>Focus on the composition of 3, 4 and 5</p> <p>Practise object counting skills Match numerals to quantities within 10</p> <p>Verbal counting beyond 20</p>	<p>Alive in 5 – zero, subitise, one more, one less, composition</p> <p>Mass and Capacity</p> <p>Growing 6,7,8 – find, represent, compose 6,7,8, odd and even, doubles and finding two groups</p>	<p>Length, height and time</p> <p>Building 9 and 10- find, represent and compose 9 and 10, bonds to 10, doubles, odd and even.</p> <p>Explore 3D shapes</p>	<p>To 20 and beyond – build teen numbers, teen number patterns, verbal counting to 10 and beyond.</p> <p>How many now? – Add and takeaway</p> <p>Manipulate, compose and decompose- select, rotate and manipulate shapes</p>	<p>Sharing and grouping – sharing, grouping, odd and even, doubles</p> <p>Visualise, build and map – pattern, position and mapping</p> <p>Make connections</p>
<p><u>PSED</u></p> <p><u>To achieve by the end of Reception</u></p>	<p>ELG PSED – Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG PSED – Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG PSED – Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>					
<p><u>PSHE Themes</u></p>	<p>Me and my relationships</p> <p>All about me</p> <p>What makes me special</p> <p>Me and my special people</p>	<p>Valuing difference</p> <p>Same and different</p> <p>Same and different families</p> <p>Same and different homes</p>	<p>Rights and responsibilities</p> <p>Being helpful at home and caring for our classroom</p> <p>Caring for our world</p>	<p>Being my best</p> <p>Healthy eating</p> <p>Move your body</p> <p>A good night's sleep</p>	<p>Growing and changing</p> <p>Seasons</p> <p>Life stages - plants, animals, humans</p>	<p>Keeping myself safe</p> <p>What's safe to go onto my body</p> <p>Keeping Myself Safe - (including medicines)</p>



		Kind and caring (1)	Looking after money : recognising, spending, using		Life Stages: Human life stage - who will I be? (History folder)	Safe indoors and outdoors
	I can say what makes me special. I can name people who can help me I can explain things that make me happy and sad	I can explain how people, families and homes are different I can show kindness to others	I can say why family and friends are special I can look after my surroundings	I can choose healthy foods I can choose activities to keep me healthy	I can explain how an animal and human changes throughout their life	Know how to keep my body safe Know how to keep safe indoors and outdoors Know people who can keep me safe
<u>Physical Development</u> <u>To achieve by the end of Reception</u>	<p>ELG PD – Gross Motor Skills: Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p> <p>ELG PD – Fine Motor Skills: 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, paintbrushes and cutlery. Begin to show accuracy and care when</p>					
	<p>Gross & Fine motor skill activities</p> <ul style="list-style-type: none"> -Negotiating space and obstacles safely in and out of the classroom. - Developing fine motor skills through zipping and unzipping coats. - Developing mark making Skills - Pencil control activities <p>PE unit- Gymnastics Static and Dynamic Distance</p>	<p>Gross & Fine motor skill activities</p> <ul style="list-style-type: none"> -Demonstrate strength, balance and coordination when playing - Work on pincer grip - Pencil control activities - Name writing - Use a range of small tools – scissors, paint brushes, cutlery. <p>PE unit- Fundamental Movement skills Object Manipulation</p>	<p>Gross & Fine motor skill activities</p> <ul style="list-style-type: none"> -Negotiate space and obstacles safely through PE lessons - gymnastics - Take part energetically in running, jumping, dancing, hopping, skipping and climbing activities. - Begin to show accuracy and are when drawing - Work on pincer grip - Pencil control activities - Name writing <p>PE unit- Dance</p>	<p>Gross & Fine motor skill activities</p> <ul style="list-style-type: none"> -Negotiate space and obstacles safely through PE lessons - gymnastics - Handling tools & equipment to make playdough? - Work on pincer grip - Pencil control activities - Name writing, word & sentence writing <p>PE unit- Fine motor skills Fundamental movement skills</p>	<p>Gross & Fine motor skill activities</p> <ul style="list-style-type: none"> -Games in PE - Take part energetically in running, jumping, dancing, hopping, skipping, and climbing activities. - Begin to show accuracy and care when drawing – observational drawing of plants and flowers. - Name writing, word & sentence writing <p>PE unit- Target Games Athletics</p>	<p>Gross & Fine motor skill activities</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely. - Name writing, word & sentence writing - Become a fluent writer – using the tripod grip. <p>PE unit- Athletics</p>
Understanding of the World	<p>ELG UTW – Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG UTW –People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>					



<p>ELG UTW – The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>						
<p>Science</p>	<p>-I understand the effects of changing seasons on environment around me -I can use my senses to explore natural materials - I can make observational drawing (Autumn walk materials) (Leads into Y1 Seasonal Changes)</p>	<p>- I can name the materials that objects are made from in my environment (glass, metal, plastic and paper) (Leads into Y1 naming materials and their properties – Everyday Materials)</p>	<p>-I can understand important processes and changes of a liquid to a solid (winter) -SC Enquiry investigation (Leads into Y1 Seasonal Changes)</p>	<p>-I can say what we need to do to be healthy - I know how to look after my teeth (dentist link) (Leads into Y2 – knowing how to keep healthy and basic hygiene – Animals, including Humans) -I understand the effects of changing seasons on the natural world (Spring Walk) -I can make observational drawing (Leads into Y1 Seasonal Changes)</p>	<p>-I can care for the natural environment and living things -I can ask questions and observe a plant growing - Sunflowers/runner bean plants and spinach seeds (Leads into Y1 naming a variety of plants and knowing their basic structure - Plants) -I can make observations and drawings of animals and plants (butterfly/ frog tadpoles, snakes , types of birds) (Leads into Y1 naming a variety of plants and animals and knowing their structures – Animals, including Humans)</p>	<p>-I understand the effects of changing seasons on the natural world (summer walk) -I can make observational drawing (Leads into Y1 Seasonal Changes) -I can talk about what I can see ‘Skittles experiment’ (summer-rainbows) -I can say similarities and differences between animals in this country and a contrasting country (Leads into Y1 naming a variety of animals and Y2 plant and animal habitats – Living Things and Their Habitats)</p>
<p>History</p>	<p>-I can name and describe people who are familiar to me -I can talk about members of my family (Leads into Y1 – knowing what a significant event in their own and other peoples’ lives)</p>	<p>-I can talk about events in my own life using past, present & future forms (Leads into Y1 – knowing what a significant event in their own and other peoples’ lives – Am I making History? Studying Samuel Pepys, Florence Nightingale and Mary Seacole)</p>	<p>-I can look at everyday objects (phones, computers, pictures) and say something that is the same/different to those in the past (Leads into Y1 – knowing how technology has changed our lives – fire brigade (Great Fire of London) , medical equipment used by nurses)</p>	<p>-I can talk about the roles of the people around me and their place in society -I can show interest in different occupations. (Leads into Y1 – role of the fire brigade and nurses in society and improvements in technology over the years to improve their service)</p>	<p>-I can understand that I change over time (Leads into Y1 – knowing what a significant event in their own and other peoples’ lives – Am I making History? Studying Samuel Pepys, Florence Nightingale and Mary Seacole)</p>	<p>- I can listen to a story (school in the past) I can say what is the same / different (Leads into Y1 – knowing other peoples’ lives were different in the past to the present day – study of Great Fire of London and Mary Seacole)</p>
<p>Geography</p>	<p>-I can understand that we live in a place. -I understand and that there are different roads and streets in my area (Leads into Y1/2 landmarks in Sheldon and Birmingham – Are Birmingham and</p>	<p>- I know that there are different parts in the UK and can see differences in photos (Leads into Y1 naming the countries and capital cities of the UK - Are Birmingham and London cities? Why should I go to Sheldon?)</p>	<p>-I can say that a map is used to find places. (Leads into Y2 maps of the local area – Why Should I go to Sheldon?) -I can use simple language: building, house, road, street, park.</p>		<p>-I can compare the natural world around me to a different place (farm trip) (Leads into Y1/2 What is in the World Around Me? What is it like in Africa?) -Geographical enquiry – Do the school grounds have enough flowers to attract wildlife?</p>	<p>-I can name some similarities and differences between life in this country and life in another country (Leads into Y2 What is like in Africa?)</p>



	London cities? Why should I go to Sheldon?)		-I can describe my school environment (Leads into Y1/2 naming human and physical features and local landmarks – Why should I go to Sheldon?)		(Leads into Y1/2 geographical enquiry)	
RE	<p>Being Thankful - Christianity Harvest Festival and giving thanks for food, presents.</p> <p>-I can understand that at harvest we give food to those who do not have enough</p> <p>-</p>	<p>Expressing Joy Christianity- Christmas, a joyous celebration. Hinduism – Diwali.</p> <p>- I can show a feeling of great happiness. -I can say what makes me happy -I can say how I feel when I am are happy?</p>	<p>Caring for others, animals, and environment</p> <p>Buddhism The principles of not harming living things.</p> <p>- How have you cared for others? How do you care for your family, your friends, your pet?</p>	<p>Being Courageous and Confident</p> <p>Islam The story of Hagar – left in the desert – courage to survive - Being brave even when you don't feel it. Being strong and believing in yourself.</p> <p>Islam Eid celebrations – -I can say what makes me happy. Chn talk about their Eid celebrations at home and share their family traditions, use photos from the children.</p>	<p>Appreciate Beauty</p> <p>Christianity Easter Story - rebirth</p> <p>- I can talk about what I believe is beautiful - Is it important for the world to be beautiful – why?</p>	<p>Being Fair and Just</p> <p>Sikhism Guru Nanak, founder of the Sikh faith; how he taught the importance of justice, equality and fellowship</p> <p>-I can say what is fair / unfair -I understand the importance of following rules</p>
Computing	<p>Drawing skills -I can select colours when painting on the computer/ipad -I can draw pictures on the computer to go with my work. -I can use a computer/ipad to draw with different widths of pens. -I can try the different tools that I can draw with on the computer. -I can use the undo button correctly. -I can use the erase button.</p>	<p>Hardware -I can understand why having clean hands is important when using shared devices -I can understand why it is not sensible to eat and drink whilst using a technological device. -I can understand why I need to take care with electronic devices and their plugs and wires. -I can take appropriate actions when I need to carry a device to a different location. -I can use devices with care.</p>	<p>Technology Around Us -I can talk about what technology is used at home. -I can talk about what technology is used outdoors -I can talk about what technology is used in the world around me.</p> <p>Sounds -I can make music using a computer/ipad program. -I can add sound effects to my work. -I can use a device to record myself speaking and play back the sounds.</p>	<p>Photography -I can talk about what photos show. -I can take photos using a digital device. -I can use a camera on a digital device -I can open photos in a software that I have taken</p> <p>Final Project To use the camera on a digital devices to take photos</p>	<p>Robots -I can talk about where I am moving a toy vehicle whilst I am moving it. -I can describe the route taken by a toy vehicle -I can follow directions to make for a toy vehicle. -I can plan a route for a toy vehicle. -I can follow my own plan for where the toy vehicle should move. -I can make the floor robot move.</p>	<p>Robots -I can talk about where I am moving a toy vehicle whilst I am moving it. -I can describe the route taken by a toy vehicle -I can follow directions to make for a toy vehicle. -I can plan a route for a toy vehicle. -I can follow my own plan for where the toy vehicle should move. -I can make the floor robot move.</p>



	<p>-I can draw on a computer using a mouse. -I can use a touchscreen device purposefully.</p> <p>Final Project Children to draw a picture of a class mascot (class dojo monster- change to celebration pic to link to topic.</p> <p>(Leads into Y1 – drawing a portrait in the style of Picasso)</p>	<p>-I can identify the technology used around me.</p> <p>Final Project To identify different technology around us</p> <p>(Leads into Y1 – locating examples of technology around us and understanding how it can help us, naming parts of a computer)</p>	<p>Final Project To create a song using different sounds</p> <p>(Leads into Y1 – programming animations)</p>	<p>(Leads into Y2 taking and editing photographs)</p>	<p>-I can control the forwards, backwards and rotation of a floor one step at a time. -I can program a 3 steps route for a floor robot. -I can predict where a floor robot will end up when given the instructions for 2 to 3 step route. -I can plan a route for a floor robot and then carry out these instructions one step at a time.</p> <p>Final Project To create a route for a floor robot to move. Use of the different direction arrows (Leads into Y1 programming Beebots and debugging programmes)</p>	<p>-I can control the forwards, backwards and rotation of a floor one step at a time. -I can program a 3 steps route for a floor robot. -I can predict where a floor robot will end up when given the instructions for 2 to 3 step route. -I can plan a route for a floor robot and then carry out these instructions one step at a time.</p> <p>Final Project To create a route for a floor robot to move. Use of the different direction arrows (Leads into Y1 programming Beebots and debugging programmes)</p>
<p>Online Safety</p>	<p>Managing Online Information -I can talk about how to use the internet as a way of finding information online. - I can identify devices - I could use to access information on the internet</p> <p>Health, Well-being and Lifestyle - I can identify rules that help keep us safe and healthy in and beyond the home when I am using technology. - I can give some simple examples of these rules -I can apply these rules during my play -I can link feelings to my online experiences</p>	<p>Managing Online Information -I can talk about how to use the internet as a way of finding information online. - I can identify devices - I could use to access information on the internet</p> <p>Health, Well-being and Lifestyle - I can identify rules that help keep us safe and healthy in and beyond the home when I am using technology. - I can give some simple examples of these rules -I can apply these rules during my play -I can link feelings to my online experiences</p>	<p>Privacy and Security - I can explain what it means for something to be private. - I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location) -I can describe who would be trustworthy to share this information with ; I can explain why they are trusted.</p> <p>Copyright and Ownership -I know that work I create belongs to me -I can name my work so that others know it belongs to me - I can express how I felt when I created this work I can share my work with a friend</p>	<p>Privacy and Security - I can explain what it means for something to be private. - I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location) -I can describe who would be trustworthy to share this information with ; I can explain why they are trusted.</p> <p>Copyright and Ownership -I know that work I create belongs to me -I can name my work so that others know it belongs to me - I can express how I felt when I created this work I can share my work with a friend</p>	<p>Opportunity to revisit previous units/consolidate learning</p>	<p>Opportunity to revisit previous units/consolidate learning</p>



Expressive Arts and Design	<p>ELG EAD – Creating with Materials: 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.</p> <p>ELG EAD – Being Imaginative and Expressive: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>					
Art	Picasso -I can hold a pencil and control the lines I draw -I can use shapes to create a portrait -I can name the colours I choose (primary) (Leads into Y1 portraits)		Paul Klee ‘The Town’ -I draw simple shapes -I can use scissors to cut out simple shapes -I can glue shapes to create a picture of a place (Leads into Y2 – drawing a urbanscape of Sheldon based on the work of L.S. Lowry – Why Should I go to Sheldon?)		Van Gogh-Sunflowers -I can draw something I can see -I can hold and control a paintbrush -I can create my own sunflower (Leads into Y2 – painting African fabric designs and seascapes)	
DT			DT - I can make own home for the three pigs; -I can discuss my ideas -I can represent my ideas using a range of a materials and tools (scissors, masking tape, glue etc.) (Leads into Y1 – Making a moving picture using masking tape, split pins, sticky tape, hole punch and a stapler- What is in the World Around Me?)	Cooking: I can make a healthy salad --I can use tools safely when cooking -I can use a knife and fork to chop soft fruit and vegetables Skill: chopping (Leads into Y1 making a smoothie – chopping soft fruits)		DT – I can make a moving vehicle for a small figure - I can develop my ideas and choose materials. -I can plan my design -I can explore materials and join materials together (mobilo, duplo, straws) (Leads into Y1 – making a moving vehicle including wheels and axels – Are Birmingham and London Cities?)
Music	I can come up with simple actions to well-known songs I can move to a beat I can express feelings and emotions through movement to music Kapow Unit: Music and Movement	I can talk about the music from a range of cultural and religious celebrations: Diwali , Hanukkah, Kwankzaa and Christmas Kapow unit: Celebration Music	I can use my body and voice to make sounds I can experiment with ‘fast and slow (tempo)’ and ‘loud and soft (dynamics)’ when playing instruments I can identify sounds in the environment and differentiate between them Kapow Unit: Exploring Sound		I can perform a song with an untuned percussion instrument, to a small audience I can follow a beat using an untuned percussion instrument. I can perform a song to a small audience Kapow Unit: Big Band	