








## St Joseph's Infant School Reception Long Term Planning 2023-2024

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	All About Me!	Terrific Tales	Amazing Animals	Come Outside!	Ticket to France	Fun at the Seaside
<b>Enquiry Question</b>	What makes me special?	What and how do we celebrate?	What groups of animals are there in the world.	Why does animals and plants start growing in Spring	What is different about France and UK	What is a seaside location like
<b>Intention</b>	Celebrating the uniqueness of every child and valuing difference in our class.	Learning to celebrate special people and special times together.	Animals and their needs. How do we care and look after pets and learning what food comes from farm animals.	Learning about cycles in nature and finding out why we have seasons.	What is different and what is similar to France and UK.	Learning about our local area and how it compares to a seaside environment.
<b>Book focus</b>	Once there were giants A superhero like you Tree full of wonder Titch Gregory the terrible eater	Diwali/Fireworks/Remembrance Day/Children in Need/Christmas  Little red hen Goldilocks and the three bears Three Little Pigs Gingerbread Man	Chinese New Year  The pets and not that pet Little Kids First books of pet. Farmer duck Dear Zoo Owl babies	World Book Day, Red Nose Day Easter  Oliver's vegetable The Tiny seed Katie and the sunflower Hungry caterpillar	Travel Bug goes to France A walk in Paris A lion in Paris The cart who walked across Paris Anatole Madeline	Transition into Year 1  Lighthouse keeper's Lunch At the beach Seaside poems Seaside holidays then and now Clean up
<b>Great works</b>	6 weeks in	Christmas Production	Visit to a local farm	Growing flower-sunflowers Butterfly life cycle	France Day-travelling to France and having French picnic	Visit to a Seaside
<p><b>Oracy: Communication and Language</b></p> 	<p><b>Listening, attention and understanding</b> <i>Understand how to listen carefully and why listening is important.</i> Engage and enjoy joining in at group times and story time, rhymes and songs Maintain attention in whole class/groups. <b>Speaking</b> Talk to others and take it in turns to speak. Follow 1 step or two-part instructions. <i>Express a point of view</i></p>	<p><b>Listening, attention and understanding</b> Listen in familiar &amp; new situations. <i>Engage in story times.</i> <i>Join in with familiar songs and rhymes</i> Maintain attention in new situations. <b>Speaking</b> Wait and take turns in conversation <i>Share my ideas with familiar adults.</i> <i>Talk to other (adults and peers.)</i> <i>Use talk to organise my thoughts</i> <i>Listen to and talk about stories, rhymes and non-fiction</i> <i>Start a conversation with peers and familiar adults and continue for many turns.</i> <i>Develop social phrases</i></p>	<p><b>Listening, attention and understanding</b> Listen attentively in a range of situations. Maintain attention during appropriate activity. <b>Speaking</b> <i>Engage in stories, rhymes and non-fiction books sharing their ideas about them.</i> <i>Ask questions to find out more and to check they understand what has been said to them.</i> <i>Can say what they think</i> Consider the listener and take turns. <i>Use talk to organise/stand for something else in play.</i> Begin to use past tense. Begin to recount past events.</p>	<p><b>Listening, attention and understanding</b> Understand why listening is important. Maintain attention in different contexts. <b>Speaking</b> <i>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</i> <i>Ask questions to find out more and check understanding.</i> <i>Articulate their ideas and thoughts in well-formed sentences.</i> <i>Starting to use past, present &amp; future tenses</i> <i>Begin to connect one idea or action to another using a range of connectives.</i> Describe events in some detail.</p>	<p><b>Listening, attention and understanding</b> Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. <b>Speaking</b> <i>Describe events in some detail.</i> Express ideas about feelings and experiences. <i>Articulate their ideas and thoughts in well-formed sentences.</i> Use language to reason.</p>	<p><b>Listening, attention and understanding</b> Listen and respond with relevant questions, comments, or actions. Attend to others in play. <b>Speaking</b> Make comments and clarify thinking with questions. <i>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</i> Speak in well-formed sentences with some detail. <i>Use new vocabulary in different contexts.</i> Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.</p>

<p><i>Use talk to share what I think</i>  <i>Understand 'why' questions.</i>  <i>Use sentences 4-6 words.</i>  <i>Use talk to organise play.</i></p>					
<p><i>Learn new vocabulary</i>  <i>Use new vocabulary through the day</i></p>	<p><i>Listen carefully to rhymes and songs, paying attention to how they sound.</i>  <i>Learn rhymes, poems, and songs.</i></p>	<p><i>Use new vocabulary in different contexts</i>  <i>Listen to and talk about stories to build familiarity and understanding.</i></p>			

<p><b>Links to KS1 readiness</b></p>	<p><b>Listening skills</b>          To listen to others in a range of situations and usually respond appropriately.</p> <p><b>Following instruction</b>          To understand instructions with more than one point in many situations.</p> <p><b>Asking and answering questions</b>          To begin to ask questions that are linked to the topic being discussed.          To answer questions on a wider range of topics (sometimes may only be one-word answers)</p> <p><b>Drama, performance and confidence</b>          To speak clearly in a way that is easy to understand.          To speak in front of a larger audience, e.g. in a class assembly, during, a show 'n' tell session.          To know when it is their turn to speak in small group representation or play performance.          To take part in a simple role play of a known story</p> <p><b>Vocabulary building and standard English</b>          To use appropriate vocabulary to describe their immediate world and feelings.          To think of alternatives for simple vocabulary choices.</p> <p><b>Speaking for a range of purposes</b>          To organise their thoughts before expressing them.          To be able to describe their immediate world and environment.          To retell simple stories and recount aloud.</p> <p><b>Participation in a range of discussion</b>          To recognise when it is their turn to speak in a discussion.          To recognise that different people will have different responses and that these are as valuable as their own opinions and ideas.</p>
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<p><b>Personal, Social and Emotional Development</b>  <b>Self-regulation</b></p> 	<p><b>Self-regulation</b>  <i>Can talk about feelings.</i>          Choose what needed to complete a goal (short term)          Starting to follow instructions.</p>	<p><b>Self-regulation</b>  <i>Beginning to express their feelings and consider the perspectives of others.</i>          Discuss how characters in stories deal with challenges and overcome them          Keep on trying when encountering something difficult.          Starting to sit and listen more consistently during adult focus time.          Begin to take turns and share resources.</p>	<p><b>Self-regulation</b>  <b>Think about the perspectives of others</b>          Show pride in achievements          I can sit and listening during adult focus time          Follow instructions with two or more parts.          Understand behavioural expectations of the setting.  <b>Managing self</b></p>	<p><b>Self-regulation</b>  <b>Express their feelings and consider feelings of others</b>          I can say how others are feelings based on their expressions and actions          Explain how to deal with a problem/emotion and overcome it  <b>Managing self</b></p>	<p><b>Self-regulation</b>          Calm down after becoming frustrated          Can talk about their own abilities positively.  <b>Managing self</b>          Confident to try new activities  <b>Show resilience and perseverance in the face of challenge</b></p>	<p><b>Self-regulation</b>  <i>Able to identify and moderate own feelings socially and emotionally</i>  <i>See themselves as a unique and valued individual.</i>  <b>Managing self</b>          Can seek out a challenge and enjoy the process.</p>
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<p>My Happy Mind</p> 	<p>Becoming more confident when things are new (dealing with transition). Welcome distractions when upset. <b>Managing self</b> <i>Increasingly follow rules and how to behave in the classroom</i> Manage personal hygiene -toileting Independently organise belongings in the morning. <b>Building relationships</b> <i>Build constructive and respectful relationships.</i> Play with one or more children cooperatively <i>Know likes and dislikes</i></p>	<p>Independently choose where they would like to play. <b>Managing self</b> Aware of rules in school and classroom. Dress and undress for Forest School. Starting to know ways to stay healthy and making decisions about healthy food choices-eating plenty of fruit and vegetable <b>Building relationships</b> <i>Continue to build constructive and respectful relationships.</i> Play with a small group of children, sharing ideas Express and identify their feelings Express basic needs to familiar adults.</p> 	<p>Can explain right from wrong and try to behave accordingly. <b>Manage their own needs.</b> <b>Building relationships</b> Seek others to share activities and experiences listening and turn taking Identifying how others are feeling and responding appropriately. Using words to help solve conflicts with others.</p> 	<p>Can make choices and communicate what they need. Begin to show persistence when faced with challenges. <b>Building relationships</b> Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.</p> 	<p>Self-reflect and self-evaluate their learning and work <b>Building relationships</b> Beginning to know that children think and respond in different ways to them.</p> 	<p>Talk about how to solve a problem. (Understand that mistakes are part of learning) <b>Building relationships</b> Show sensitivity to others' needs and feelings.</p> 
<p>Religious Education</p>						

<p>Links to KS1 readiness</p>	<p><b>Relationships</b> *Knows right from wrong and can explain why it is important to have boundaries and routines *Working and play co-operatively and taking turns with others *Recognise and show sensitivity to their own and others needs *Recognise similarities and differences between themselves and others</p> <p><b>Health and well being</b> *Managing their own personal hygiene and basic needs * Shows an understanding of their own feelings; and those of others</p>
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\* Begin to regulate their behaviour  
 \*Shows an understanding of how to stay safe in a range of common situations

**Living in the wider world**  
 \*Shows care and concern for living things  
 \*Name and describe people who might help us in the local community (police, fire service, doctors and teachers)

Physical Development



Get Sets 4 PE



Ongoing throughout the year

**Gross Motor**  
 Further develop the skills they need to manage the school day successfully: lining up, climbing stairs using alternate feet and queuing, mealtimes, personal hygiene  
 Work with others to manage large items.

**Fine motor**  
 Show preference for a dominate hand with a comfortable pencil grip.  
 Draw a pictures

**Forest School**  
 Introduction to PE: Unit 2

**Gross Motor**  
 Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.

**Fine motor**  
 Show good pencil control when mark making and drawing  
 Use cutlery and other one handed equipment.

**Forest School**  
**Fundamentals: Unit 2**

**Gross Motor**  
 Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.  
 Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.

**Fine motor**  
 Sit on a table to write  
 Working towards a tripod grip

**Karate**  
**Gymnastics: Unit 1**

**Gross Motor**  
 Move across large equipment showing strength and balance  
 Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.

**Fine motor**  
 Hold pencil in a tripod grip  
 Use scissors with control

**Karate**  
**Gymnastics: Unit 2**

**Gross Motor**  
 Throw, kick, pass and catch a variety of balls.  
 Use small equipment showing co-ordination. E.g., quoits, beanbags, Combine different movements with ease and fluency

**Fine motor**  
 Hold a pencil effectively  
 Developing the foundations of a handwriting style which is fast, accurate and efficient.

**Dance: Unit 1**  
**Ball skills: Unit 2**


**Gross Motor**  
 Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  
 Show strength, balance and co-ordination in movement

**Fine motor**  
 Develop the foundations of a handwriting style which is fast, accurate and efficient.  
 Use a range of tools e.g., Scissors, paintbrushes, cutlery  
 Draw with some degree of accuracy

**Dance: Unit 2**  
**Games: Unit 2**

Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.  
 Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.  
 Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  
 Develop overall body-strength, balance, co-ordination, and agility.



<p><b>Links to KS1 readiness</b></p>	<p><b>Fundamentals</b>          *To develop their overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education.          *To use their core muscle strength to achieve a good posture.          *To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a small group.</p> <p><b>Ball skills</b>          *To combine different movements with ease and fluency.          *To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.          *To develop confidence, competence, precision and accuracy when engaging in activities that involves a ball.</p> <p><b>Games</b>          *To negotiate space and obstacles safely, with consideration for themselves and others.          *To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p><b>Gymnastic</b>          *To revise and refine a range of fundamental movement skills e.g., rolling, crawling, walking, jumping, running, hopping, skipping and climbing.          *To combine different movements with ease and fluency</p> <p><b>Dance</b>          *To use a more fluent style of moving, developing control and grace          *To combine different movements with ease and fluency</p>					
<p><b>Literacy</b></p> 	<p><b>Comprehension:</b>          Listen and enjoy sharing a range of books.          Hold a book correctly, handle with care.          Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately.          Know that text in English is read top to bottom and left to right.          Know the difference between text and illustrations.          Recognise some familiar words in print, e.g., own name or advertising logos.          Enjoy joining in with rhyme, songs and poems.          Explain in simple terms what is happening in a picture in a familiar story.          Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.</p>	<p><b>Comprehension:</b>          Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories.          Respond to ‘who’, ‘where’ ‘what’ and ‘when’ questions linked to text and illustrations.          Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.          Sequence two events from a familiar story, using puppets, pictures from book or role-play.          Talk about what has happened.          Recall facts from a non-fiction text</p>	<p><b>Comprehension:</b> Use picture clues to help read a simple text.          Retell from own reading/ fact          Talk about stories, rhymes, nonfiction, songs          Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.          Show understanding of some words and phrases in a story that is read aloud to them.          Express a preference for a book, song or rhyme, from a limited selection.          Share ideas in small groups          Play is influenced by experience of books (small world, role play).</p>	<p><b>Comprehension:</b> Retell stories in the correct sequence, draw on language patterns of stories.          Describe key events in details          Make predictions what happens next          With prompting, show understanding of many common words and phrases in a story that is read aloud to them.          Suggest how an unfamiliar story read aloud to them might end.          Give a simple opinion on a book they have read, when prompted.          Recognise repetition of words or phrases in a short passage of text.          Play influenced by experience of books          Innovate a well-known story with support.</p>	<p><b>Comprehension:</b> Correctly sequence a story or event using pictures and/or captions.          Make simple, plausible suggestions about what will happen next in a book they are reading.          Know the difference between different types of texts (fiction, nonfiction, poetry)          Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted.          Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.</p>	<p><b>Comprehension:</b> Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story.          Recall the main points in text in the correct sequence, using own words and include new vocabulary.          What happens next          When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.          With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p>
<p><b>Literacy</b></p>	<p><b>Word Reading:</b>          Hear and say initial sounds for words.          Say sounds for some letters          Hear general sound discrimination and be able to orally blend and segment.</p>	<p><b>Word Reading:</b> Read individual letters by saying the sounds for them.          Segment and blend CVC sounds into words, so that they can read short words made up of known letter-sound correspondences.          Read common exception words matched to the school’s phonic programme.          Starting to read simple captions</p>	<p><b>Word Reading:</b> Read individual letters by saying the sounds for them.          Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.          Read common exception words matched to the school’s phonic programme.</p>	<p><b>Word Reading:</b> Read some letter groups that each represent one sound and say sounds for them.          Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, some exception words.</p>	<p><b>Word Reading:</b> Read some letter groups that each represent one sound and say sounds for them.          Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, an increasing number of exception words.</p>	<p><b>Word Reading:</b> Read some tricky words from Phase 4 e.g. said, like, have, so.          Re-read what they have written to check that it makes sense.</p>

<b>Phonics</b> <b>Sound Write</b>	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.					
	Developing listening and oracy IC Unit 1: s a t i m IC Unit 2: n o p  <b>High frequency words:</b> is, a <b>Common words:</b> at, it, am, sat in, not, on, and, man, top	IC Unit 3: b c g h IC Unit 5: k l r u IC Unit 6: j w x  <b>High frequency words: the, I, for, of, are, was</b> <b>Common words:</b> can, him, big, got, ca, hat, dog, hot if, dad, get, had, did, bed, bad, end but, up, mum, ran, red, run, let, fun, sun	IC Unit 6: j w x IC Unit 7: z x ff ll ss zz IC Unit 8: VCC and CVCC  <b>High frequency words: all, come, some</b> <b>Common words:</b> will, off, fell, yes, fox, box, tell, miss, well it's, its, went, them, help, just, fast, next, best, wind, let's, lots, must, king, last	IC Unit 8: VCC and CVCC IC Unit 9: CCVC (include Unit 11 sh fish, shop, rash) IC Unit 10: CCVCC, CCCVC (include Unit 11 sh-brush, flush & fresh)  <b>High frequency words: to</b> <b>Common words:</b> from, gran, it's, its, went, them, help, just, fast, next, best, wind, let's, lots, must, king, last	IC Unit 10: CCVCC, CCCVC (include Unit 11 shelf and shell) IC Unit 11: sh ch tch, th, ck, wh, ng, q (/k/) u (/w/) Consolidation of Units Unit 1-7 <b>High frequency words: there, their, these, what, where, who</b> <b>Common words: still, things, that's, plants</b> fish, much, wish that, then, back, duck, thing, than, with, think, when, long, which	<b>Bridging lessons</b> <b>One sound-different spelling</b> f ff c/k ck ch tch l ll le w wh  <b>Revise all high frequency and common words learnt this year.</b>
<b>Links to KS1 readiness</b>	<b>Learning to read</b> *Developing phonemeic knowledge through Sound Write phonics and other phonics opportunities. *Developing a knowledge of stories including rhyme and identifying the rhyming words within them. *Developing their skills and abilities to comprehend within familiar stories, and from pictures in illustrated stories.  <b>Reading to learn</b> *Developing their skills and abilities in retelling familiar stories. *Recognising that books have informations that helps them to learn.  <b>Reading for enjoyment</b> *Routinely accessing picture books and stories. *Listening to others expressively tell stories. *Learning that stories and books can put them in imaginary worlds full of adventures and excitement.					
<b>Literacy</b>	<b>Emergent writing:</b> Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.  <b>Composition:</b> Use talk to organise describe events and experiences. Write some initial sounds  <b>Spelling:</b> Orally segment single sound CVC words e.g. c-a-t	<b>Emergent writing:</b> Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. <b>Composition:</b> Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. Start to write simple labels and captions. Say a simple sentences for writing (oral and count words) <b>Spelling:</b> Identify and match known letters to initial sounds Orally spell VC and CVC words by identifying the sounds. Write own name.  <b>Handwriting:</b> Write some lower case letters correctly, Write some upper case letters correctly from own name, Mum, Dad etc	<b>Emergent writing:</b> Use appropriate letters for initial sounds.  <b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it. Write a caption and short sentence. Read sentences back  <b>Spelling:</b> Spell to write VCC and CVCC words independently using Unit 1- 7 graphemes Spell high frequency words using sound mat/phonics working wall  <b>Handwriting:</b> Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.	<b>Emergent writing:</b> Build words using letter sounds in writing.  <b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. Begin to start use finger spaces between word in sentences. Read writing back.  <b>Spelling:</b> Spell to write VC, CVC and CVCC, CCVC, CCVCC, CCCVC words independently using Unit 1-7 graphemes. Spell high frequency words independently.  <b>Handwriting:</b> Holds a pencil effectively to form recognisable letters. Write most lower case and some upper case letters correctly. Use a tripod grip	<b>Emergent writing:</b> Continue to build on knowledge of letter sounds to build words in writing. Use familiar words in their writing.  <b>Composition:</b> Write a simple sentence with a full stop. Read own sentences  <b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.  <b>Handwriting:</b> Form most upper and lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.	<b>Emergent writing:</b> Write short sentences with words with known letter-sound correspondences using a capital letter and full stop Simple sentences read by themselves and others  <b>Composition:</b> Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions. Read back own sentences  <b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words Spell high frequency words independently. <b>Handwriting:</b> Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.


<p><b>Helicopter Story Writing Development</b></p>	<p>Say the initial sounds in most words  <b>Handwriting:</b> Know that print carries meaning and in English, is read from left to right and top to bottom.          Write some letters from name.</p>	<p>Adults scribing and writing down word for word, child decides part he/she would like to play and then on a simple stage to act out the story.</p>	<p>Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing. Child begins to write the initial sound of a word and the adult continues to write the other parts of the story.</p>	<p>Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word which may develop to a VC and a CVC words and the adult continues to write the other parts of the story.</p>	<p>More phonetically correct words are written by child along with common words, e.g. 'the' and known tricky words. Can use a phonic mat or work bank to support. Adult writes any unknown words.</p>	<p>Child takes the pen more and more, until eventually they are writing complete phrases. May still need a phonics mat to support.</p>	<p>Child confident to write a simple short story. May still need a phonics mat to support.</p>
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**Writing Links to KS1 readiness**

**Learning to write**  
 \*Hold pencils, pens and other marking making tools appropriately so that they can make marks in an increasingly controlled way.  
 \*To explore language and vocabulary in stories and the environment, and begin to use them accurately when talking.

**Writing to learn**  
 \*Write independently to communicate their thoughts and ideas about their loved experiences.  
 \*Write words and sentences to help them to remember what they have done.

**Writing for enjoyment**  
 \*Have opportunities to make marks, and then to write about things in the world around them that they are inspired to write about.

<p>Mathematics</p> 	<p><i>Count objects, actions, and sounds. Subitise</i></p> <p><b>Just like me!</b>          Match and sort          Compare amounts          Compare size, mass &amp; capacity          Exploring pattern</p>	<p><i>Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10</i></p> <p><b>It's me 1, 2, 3!</b>          Representing 1, 2 &amp; 3          Comparing 1, 2 &amp; 3          Composition of 1, 2 &amp; 3          Circles and triangles          Positional language</p> <p><b>Light &amp; dark</b>          Representing numbers to 5          One more or less          Shapes with 4 sides          Time</p>	<p><i>Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10</i></p> <p><b>Alive in 5!</b>          Introducing zero          Comparing numbers to 5          Composition of 4 &amp; 5          Compare mass (2)          Compare capacity (2)</p> <p><b>Growing 6, 7, 8</b>          6, 7 &amp; 8          Combining two amounts          Making pairs          Length &amp; height          Time (2)</p>	<p><i>Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10</i></p> <p><b>Building 9 &amp; 10</b>          Counting to 9 &amp; 10          Comparing numbers to 10          Bonds to 10          3-D shapes          Spatial awareness          Patterns</p> <p><b>Consolidation</b></p>	<p><i>Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10</i></p> <p><b>To 20 and beyond</b>          Build numbers beyond 10          Count patterns beyond 10          Spatial reasoning 1          Match, rotate, manipulate</p> <p><b>First, then, now</b>          Adding more          Taking away          Spatial reasoning 2          Compose and decompose</p>	<p><i>Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10</i></p> <p><b>Find my pattern</b>          Doubling          Sharing &amp; grouping          Even &amp; odd          Spatial reasoning 3          Visualise and build</p> <p><b>On the move</b>          Deepening understanding          Patterns &amp; relationships          Spatial mapping (4)          Mapping</p>
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**Ongoing throughout Year**

*Link the number symbol with its cardinal number value.  
 Count beyond ten. Compare numbers  
 Understand the 'one more/one less than' relationship between consecutive numbers.  
 Compare length, weight, and capacity.*

*Select, rotate, and manipulate shapes to develop spatial reasoning skills.  
 Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.  
 Continue, copy, and create repeating patterns.*

**Links To KS1 readiness**

**Number**  
 \*To count confidently  
 \*To show a deep understanding of numbers up to 10 and beyond  
 \*To match numerals with a group of objects to show how many there are (up to 10)



- \*To be able to identify relationships and patterns between numbers up to 10
- \*To be able to subitise
- \*To show an awareness that numbers are made up of smaller numbers, exploring partitioning in different ways
- \*To add and subtract one in practical ways.

**Measurement**

- \*To measure themselves and everyday objects using a mixture of non-standard and standard measurements
- \*To develop spatial reasoning using measures
- \*To begin to order and sequence events using everyday language related to time
- To begin to measure time with timers (e.g. digital stopwatches and sand timers) and calendar
- \*To explore the use of different measuring tools in everyday experiences and play

**Geometry**

- \*To use informal language (e.g., heart-shaped, hand shapes) and some mathematical language to describe shapes around them.
- \*To use spatial language, including following and giving directions, using relative terms
- \*To develop spatial reasoning with shapes and space
- \*To compose and decompose shapes, and understanding which shapes can combine together to make another shape

**Understanding the World**



**Chronology:** *Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them.*  
**Enquiry:** Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist. Recognise some of the ways they have changed

**Chronology:** use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.  
**Enquiry:** Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books.  
*Comment on images of familiar situations in the past.*

**Chronology:** Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)

**Chronology:** Talk about and understand changes in their own lifetime, by creating a personal timeline.

**Chronology:** Recount an event, orally, pictorial and/or with captions.

**Enquiry:** Describe images of familiar situations in the past using books such as, 'Madeline

**Chronology:** Order experiences in relation to themselves and others, including stories.

**Enquiry:** *Comment on images of familiar situations in the past.* Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.

Begin to develop a sense of **continuity and change** by being able to *compare and contrast characters from stories throughout the year, including figures from the past.*

**Respect:** Themselves, special things in their own lives. Accepting and positive about people's differences. Know different countries in the world

**Respect:** Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Use stories and pictures to talk about differences in life in other countries.

**Respect:** Animals and how to care for animals/pets

**Respect:** Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.

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**Mapping:** Talk about the features of their immediate environment with visual representations e.g., classroom maps, and read commons signs and logos.

**Mapping:** Use positional language i.e., under, beside, on top of etc. through stories such as Little red hen, Three Little Pigs

**Mapping:** Mapping different animals to location in the world. Identify on a map - *Recognise some environments that are different to the one in which they live*  
**different animals live on a world map**

**Mapping:** Mapping different areas in the school: woodland, pond etc.

**Mapping:** *Draw information from a simple map* and identify landmarks of Paris

**Mapping:** Create beach map using grid paper and symbols (x marks the spot treasure maps) Recognise buildings, roads and other features in aerial pictures. Draw information from a map

**Natural world** Use hand on experiences to smell, touch, hear the natural world

**Natural world** Describe what they hear, feel and see outdoors Talk about the area they live in, including the weather Talk about forces they feel e.g. push, pull etc Talk about different materials

**Enquiry:** Use technology and IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences.

**Natural world** Children can discuss how the world can be cared for Describe animas both from photos and real-life experiences. Describe own environment and local area.

**Enquiry** - comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the town centre

**Natural world** Describe plants both from photos and real-life experiences. Describe another environment e.g., desert, Artic

**Enquiry:** Recognise, know, and describe features of different places. Look closely at similarities and differences between life in this country and other countries. Ask children to describe how places in other countries are different.

**Natural world** Explore the natural world Contrast the natural world around me with different environment


**Enquiry:** Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.

**Natural world** Make observations of animals and plants and use these observations to draw pictures



	<p>Change materials e.g. adding water to cornflour, mixing paint</p> <p><b>TOPIC</b> Talk about and describe features of their own family.</p> <p>Look at ways you have changed since being a baby.</p> <p>Stages of development</p> <p>Develop a sense of community.</p> <p>Go on a sensory walk.</p> <p>Senses.</p>	<p><b>TOPIC</b> Use the language of time when talking about past/present events in the children's own lives.</p> <p>Find out about key historical events and why and how we celebrate them today? Remembrance day, Christmas Day, Diwali.</p> <p>Ask questions, use different sources to find answers including books.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Science experiment: Making porridge, bread and gingerbread man</p>	<p>Talk about weather linked to seasonal changes</p> <p><b>TOPIC</b> How and why are animals different? Grouping animals. Animals and their habitats What do animals eat? Food chain How to care for pets What food do animals give us? Leaning about hibernation, migration, nocturnal and diurnal animals</p> <p>Making dens for animals</p> <p>Animal world map</p> <p>Bear themed science experiments. Making porridge.</p>	<p>Talk about changes e.g. freezing, melting (linked to baking, paint mixing, mud play etc)</p> <p><b>TOPIC</b> Learning about plants, minibeast using powerpoints, films and non-fiction books.</p> <p>Love caterpillars to see life cycle of a butterfly</p> <p>Planting sunflower Sunflower diary Naming parts of a flower Making plant able seed flowers</p> <p>Sunflower magic potions</p> <p>Create minibeast area</p>	<p><b>TOPIC</b> Learning about France using powerpoints, films and non-fiction books.</p> <p>Locating France on the world map. What is same and different to UK?</p> <p>Making French food</p> <p>Making Eiffle Tower</p> <p>Passport to travel abroad.</p> <p>Making soap?</p>	<p>Talk about some of the changes in the natural world (including season and changing state of matter)</p> <p><b>TOPIC</b> How do we dress differently for the beach?</p> <p>How did people used to dress?</p> <p>Holidays to the seaside-then and now.</p> <p>How are the environments different? Sand/grass, pond/ sea.</p> <p>Looking after the sea-plastic pollution</p> <p>Making lighthouse</p>
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<p><b>Links to KS1 Readiness Science</b></p> <p><b>Links to KS1 Readiness Geography</b></p>	<p><b>Working scientifically</b> To feel confident to answer simple questions about observable properties of objects and people, animals and plants around them. To compare objects in their environment and talk about similarities and differences. To ask questions about the world around them, and seek to find their own answers.</p> <p><b>Plants</b> To know what a plant is To know what a flower is To know where you see plants To describe different between a plant and a flower.</p> <p><b>Animals including humans</b> To know what an animal is To recognise and name a variety of different animals To know the names of different body parts of humans and animals they have experience of</p> <p><b>Everyday materials</b> To recognise that different everyday objects are made from different materials To describe how different objects look and feel</p> <p><b>Locational knowledge</b> Know where they live Know how they travel to school</p> <p><b>Knowledge of places</b> Talk about some of the differences they notice when they are in different places Talk about places when looking at books and watching tv/videos Talking about places they have been to Talk about places in stories Using language that relates to place</p> <p><b>Human and physical geographical knowledge</b> Recognise elements of their environment that are manmade and natural</p> <p style="text-align: right;"><b>Seasonal Change</b> To know about different types of weather To observe changes in trees and plants as the season progress.</p>
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	<p><b>Using maps</b>          Make maps from stories          Follow simple maps in play</p>					
<p><b>Links to KS1</b>  <b>Readiness</b>  <b>History</b></p>	<p><b>Using language associated with the past</b>          Use words associated with the past including yesterday, last week, last year          Use tense when speaking about things that happened in the past</p> <p><b>Remembering and discussing their own lives</b>          Share their memories of significant events in their own lives.          Talk about things that have changed.          Begin to put these events in order</p> <p><b>Talking about things they have done with people special to them</b>          Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers.          Begin to put events in order.</p> <p><b>Recognising chronology within stories</b>          Talk about the order of events in a range of familiar stories.          Recognise language in stories that shows the story happened in the past.</p>					
<p>Expressive Arts and Design</p> 	<p><b>Creating:</b>          *Start to join materials          *Explore art materials          *Develop own ideas to start to talk about them.          *Start to develop own stories  <b>Imaginative</b>          *Use imagination in play          *Remember most of a song to sing          *Make up silly songs          *Match the melody and pitch of others          * Develop storylines in their pretend play  <b>TOPIC</b>          Home role play-inside.</p>	<p><b>Creating:</b>          *Use various tools          *Select own art and design materials          *Signal key parts in art work          *Re-create familiar stories (AS)  <b>Imaginative</b>          *Recount and retell familiar stories          *Role play imaginary scenarios linked to experiences          *Know popular songs and sing them          *Listen and respond to sounds          *Sings with others          *Sing familiar songs          *Sing in a group or on their own, increasingly matching the pitch and following the melody.  <b>TOPIC</b>          Three bears role play-inside.          Role play story of Goldilocks and three bears, Little red hen, Three Little Pigs inside(tuff tray) and outside          Crime scene for Goldilocks and Three bears          Learning songs for Goldilocks and the three bears, Little Red Hen song          Listening to Vivaldi Four season focus on Winter-create movement to music</p>	<p><b>Creating</b>          *Scissors and one-handed tools          *Use materials and props to retell stories/create imaginary situations          * Return to and build on their previous learning, refining ideas and developing their ability to represent them.  <b>Imaginative</b>          *Use what I know/read to recreate          *Listen to music and move to it          *Join in with singing and dancing  <b>TOPIC</b>          Vet role play-inside.          Learn songs, rhymes and poems about animals          Listening to Vivaldi Four season focus on Spring-create movement to music          Handprint zoo animals from Dear Zoo          Paper bag owl collage/painting using neon glow in the dark paint          Paper cup sheep, pigs using wooden pegs for legs          Paper plate pets          Clay hedgehogs          Chinese New Year craft: paper plate fans, making red lucky envelope, finger painting red and yellow onto paper lanterns</p>	<p><b>Creating</b>          *Combine different techniques          *Talk about artwork or designs linked to materials/techniques          *Create collaboratively sharing ideas, resources, and skills.  <b>Imaginative</b>          *Adapt well known stories          *Sing well known songs in group or alone  <b>TOPIC</b>          Garden Centre role play.          Learn songs, rhymes and poems about plants and flower/sunflower          Making vegetables/chocolate Easter nest.          Salt dough bean art          Paper case flower          Using water colour crayons to create flower in style of Eric Carle Tiny Seed          Sunflower using pasta and pipe cleaner          Van Gogh-Sunflower          Making Mother's Day and Easter cards          Make plant able seed hearts</p>	<p><b>Creating</b>          *Safely use tools          *Use props and materials when role playing familiar stories.  <b>Imaginative</b>          *Adapt and recount narratives          *Sing nursery rhymes          *Move in time with music          * Listen attentively, move to, and talk about music, expressing their feelings and responses.  <b>TOPIC</b>          French school role play          Song French songs Fere Jacque, number to 10          Stained glass Notre Dame          Moonlight and waterlilies by Monet          French flag          Flower potions          Silhouette of Paris landscape          Design a Tshirt for Tour De France</p>	<p><b>Creating</b>          *Explore materials and techniques          *Design art/ a product-thinking about colour, texture and function          *Explain what made          *Talk about how made it  <b>Imaginative</b>          *Invent own stories          *Perform songs, rhymes, poems, stories alone and with others          * Watch and talk about dance and performance art, expressing their feelings and responses.  <b>TOPIC</b>          Ice cream shop role play outside.          Bubble pictures          Beach scene          Tape resist lighthouse silhouette          Making 3D lighthouse          Salt dough beach huts          Sea hue tropical beach scene          Sand sculpture on the beach  <b>ARTIST STUDY -</b></p>

	<p>Family tree Paper plate faces Making faces out of natural and loose parts Self-portraits Clay faces Arcimboldo-Self portrait using fruit and vegetables Sensory table-tuff tray Create painting that reflect different emotions Learning rhymes and songs <b>ARTIST STUDY - Arcimboldo-</b></p>	<p>Paper plate craft for different fairy tale characters Split pin windmill Making house collage for Three Little Pigs Making bread/gingerbread Bonfire/Firework pictures Poppy art Diwali Rangoli pattern-using coloured salt Diwali clay lamps Christmas craft Making Christmas cards Learning songs linked to the Christmas Nativity Performing in the Christmas Nativity <b>ARTIST STUDY -</b></p>	<p>Food tasting noodles and prawn crackers Sensory tuff tray-creating farm, zoo and making homes for different pets  <b>ARTIST STUDY -</b></p>	<p>Easter craft: collage chicks, finger painting eggs Red nose activities  <b>ARTIST STUDY – Van Gogh</b></p>	<p><b>ARTIST STUDY – Monet</b></p>	
<p style="text-align: center;"><i>Explore, use, and refine a variety of artistic effects to express their ideas and feelings</i> <i>Explore and engage in music making and dance, performing solo or in groups. Singing – well known nursery rhymes, familiar songs and chants.</i></p>						

<p><b>Links to KS1 Readiness</b></p>	<p><b>Using materials</b> Hold tools like pencils, paint brushed, scissors with increasing precision Experiment with different everyday and art materials to explore colour, texture and form</p> <p><b>Drawing, painting and sculpture</b> To explore their ideas and imagination by creating drawings, paintings and sculptures. To explore creating designs and art work on a range of scales.</p> <p><b>Exploring techniques</b> To explore a range of techniques to draw, paint and sculpt to help them create art work.</p> <p><b>Comparing and evaluating work</b> Recognising and exploring the colour, patterns and shapes in other’s artist work. Expressing opinions and feelings in response to their own art work and other artist’s work. Sharing their work with other people, talking about what they have created.</p>
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# Early Learning Goals

## 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 conversation when engaged in back-and-forth exchanges with their teacher and peers.

### Speaking

- 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.

## Understanding the World

### 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.

### 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.

### 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.

## Personal, Social and Emotional Development

### 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.

### 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.

### 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.

## Expressive Arts and Design

### 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.

### 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.

## 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.

### 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.

## Physical Development

### 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.

### 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 drawing.

## 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.

### 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.

### 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.