

Friars Grove Reception - Long Term Plan 23-24

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	All about me	Into the woods	Winter Wonderland	Super me and super you!	How does your garden grow?	Beside the seaside
Potential Themes/ Interests of children	Starting School Autumn Family Inside Out Can you build another me?	Harvest - Pumpkins Christmas Around the World Celebrations including Diwali	Winter Cold environments Journeys / The world Ice Chinese New Year	Growing up - babies, generations People who help us Health inc. oral health Spring Easter	Life Cycles - butterflies, beans, sunflower Outdoors Gardening Traditional stories – Jack and the Beanstalk The Enormous Turnip	Summer Hot environments Rock pools Mermaids / Pirates Seaside Handa's Surprise
Possible Celebrations & Experiences Enrichment	Starting School, Autumn, Black History Month, Fire service visit Visit from the head/deputy head teacher	Diwali , Bonfire Night, Children in Need, Remembrance Day, Advent, Christmas, Christmas Nativity Parent visitor - Diwali	Valentine's Day, Lunar New Year / Chinese New Year, Safer Internet Day Frozen Day	World Book Day, Comic Relief, Mother's Day, Pancake Day, World Art Day, Easter Visit from the Police/Fire Department	World Biscuit Day, World Food Safety day Minibeast hunt Local environment trip	Father's Day , Sports Day, Transition, Assessment School trip -the beach?

<p>Suggested Texts – Fiction and Non-Fiction</p>	
<p>Characteristics of effective teaching and learning</p>	<p>The EYFS statutory framework (2021) outlines in planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.</p> <p>Three characteristics of effective teaching and learning are:</p> <ul style="list-style-type: none"> • playing and exploring - children investigate and experience things, and 'have a go' • active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

British Values	Mutual Respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Rule of law We all know that we have rules at school that we must follow. We know how to talk to if we don't feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with you we want to play with. With listen with intrigue and value and respect the opinions of others.	Fundamental British Values Underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating the diversity of the United Kingdom.
Assessment Opportunities	<ul style="list-style-type: none"> Reception baseline EYFS team meetings 	*Pupil progress meetings (with SLT) *EYFS team meetings *Moderation – in house * End of term phonic assessment * End of term assessment - Insight	*Pupil progress meetings (with SLT) *EYFS team meetings * Cluster moderation?	*Parent meetings *EYFS team meetings *Moderation – in house/other school * End of term phonic assessment * End of term assessment - Insight	*EYFS team meetings *Moderation – in house *Parent meetings	*End of year assessment *EYFS team meetings *Moderation – in house *End of year reports
Parental Involvement	*Stay and play session *Phonic information meeting - laura *Welly Walk * Cooking	*Stay and play session * Parent volunteer - Diwali *Parents Evening *Nativity *Welly Walk * Cooking	*Stay and play session *Welly Walk * Cooking	*Stay and play session *Forest Fun * Cooking * People who help us volunteers	*Stay and play session *Welly Walk * Cooking * Parents Evening	* Stay and play session *Welly Walk * Cooking * School trip

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	Communication and Language					
Ongoing Communication and Language skills developed throughout the year	<ul style="list-style-type: none"> Children will continue to learn new vocabulary and its meaning. Children will continue to use new vocabulary in conversations and discussions – with teachers and peers. Children will continue to learn new rhymes, poems and songs – some of which they can recite from memory 					
Development of Listening skills Intent Implementation	Children are beginning to listen to other children in their setting. They listen during story time and show an interest in the books being read. Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared.	Children are listening more on the carpet and when being spoke to by their teacher and peers. Children continue to listen to new stories that are shared with them. Assembly time, Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared.	Children's listening skills are continuing to develop and they are listening in lots of different situations such as carpet time, assembly, phonics and other lessons. . Assembly time, Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared.	Children listen when both in and out of school and pay attention to the person talking. When out of school they know it is important to listen to keep safe – such as cars or Stanger danger. Discussions around listening and safety such as fire alarms, road safety.	Children's listening skills continue to develop, they can listen in a range of situation and can listen while taking part in a guided task while remaining on task. Carpet time, group work, asking children questions about stories or work they are completing.	Children show good listening skills and can listen to one another, adults and new people with great skill. Carpet time, group work, assembly time, asking children questions and modelling questions.
Vocabulary	Listen, wait, turn, caret time, join in, hand up, instruction, question, story, song, rhyme, poem, safe, safety, road safety, fire alarm.					
Development of Attention skills Intent Implementation	Children sit on the carpet and show some attention – this may only be for a short time. Children can pay attention to one thing at a time. Carpet time, assembly time, visual and verbal reminders to sit and listen.	Children paying more attention on the carpet and during guided tasks. Children understanding why they need to pay attention. Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.	Children showing a good level of attention and concentration. Children being attentive during classroom tasks – both guided and independent. Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.	Children can maintain attention in different contexts. Children show attention to both peers and adults. Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.	Children are developing their attention skills to both listen and continue with an activity. Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.	Children attend to others in play. Children show good levels of attention during learning tasks. Carpet time, assembly time, group work, playing in provision – including outside, visual and verbal reminders to sit and listen.
Vocabulary	Carpet, sitting, listening, joining in, hand up, group, quiet, quietly, assembly, PE, pretend, help, different.					
Development of Responding skills Intent Implementation	Children joining in with story time, rhymes, poems. Children respond appropriately when asked e.g. 'smart sitting on the carpet'. Story time, Carpet time, asking children to join in with stories, rhymes and making predictions about texts, verbal and pictorial reminders for sitting and listening.	Children responding to questions based on a text that has been read. Children discussing events in stories and asking questions about these. Children responding to other children and the adults in the setting. Asking and encouraging children to answer questions about texts. Children conversing and responding during play – modelled to them by adults.	Children making predictions about what might happen next in a story. Children discussing both fiction and non-fiction books. Children continuing to build a rapport with friends. Asking and encouraging children to answer questions about texts – making predictions, Children conversing and responding during play – modelled to them by adults.	Children conversing with pupils and adults in the setting during the day and their play. Children using talk to resolve conflict, discuss their ideas and give reason. Children using newly learnt vocabulary in their responses. Children conversing during group work and play times – adults to model and support. Children listening to stories and answering questions.	Children keep play going by conversing and extending conversation. Children ask and answer questions Children playing in provision with support of adults in regards to conversing if needed, children encouraged to ask and answer question,	Children asking questions and for clarification on new knowledge. Children explaining themselves if misunderstood. Modelling discussions on the carpet and answering questions and explaining reasoning e.g. using 'because'.
Vocabulary	Carpet, sitting, listening, joining in, hand up, story time, book, reading, fiction, non-fiction, why, what, when how, questions, predict, pretend, compromise, turn taking, fair, fiction/non-fiction, because					

Development of Understanding skills Intent Implementation	Children following simple 1 step instructions. Children understanding appropriate 'why' questions. Asking and encouraging children to answer why questions, giving children simple clear instructions.	Children following clear instructions with 2 parts. Asking and encouraging children to answer why questions, giving children clear instructions with two parts e.g. get your coat and then sit on the carpet'.	Children taking turns when speaking and responding to their peers and adults with a clear understanding of what has been said. Modelling conversations with children and staff, giving children opportunities to talk with new people e.g. asking a doctor questions.	Children asking questions to clarify understanding and confirm knowledge. Children showing a good understanding of texts that have been read to them through their recall. Modelling asking and answering questions, asking children questions in a variety of situations, retelling stories as a class through puppets, roleplaying, verbally and story mapping.	Children following clear instructions with 3 parts. Children using new knowledge and vocab in conversation and play. Children showing an understand questions through their talk and actions. Give children multiple instructions to follow verbally, explore a variety of texts together and their features, discussions around vocabulary and its meaning, ask and answer questions.	Children can retell a story showing a good understanding. Children understanding and using a large number of words and new vocabulary in their conversations and during discussions. Modelling retelling stories in a variety of means, model categorising words explore a range of adjectives and how these can be used to verbally describe and also be used in writing.
Vocabulary	Instructions, listening, follow, explain, repeat, non-fiction, how, why, where, when, what, because, explain, retell and language related to books.					
Development of Speaking skills Intent Implementation	Children speaking in simple sentences. Children can say simple rhymes and sing songs and poems. Children speak to the adults and children in the class, they talk to other children during their play. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day.	Children using expression to communicate meaning. Children starting conversations and speaking to familiar adults. Children taking turns and telling past events. Children learning about rhyme and alliteration. Adults modelling the use of intonation and exploring expression during guided reading sessions. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day. Learning about rhyme and listening to words that rhyme and creating their own.	Children using talk to pretend play. Children explaining things through speech. Children describing things through speech. Children talking in the past tense. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day, adults supporting children verbally to use the past tense, recapping activities and the day through conversation or the use of a visual timetable.	Children using talk to clarify their thinking and ideas. Children speaking in well-formed sentences. Children using speech to reason and problem solve. Children verbally telling stories. Adults modelling and supporting children to resolve problems, giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day.	Children explaining how things work, what has happened and why. Children solving problems, reasoning with others and fixing friendship issues through speech. Children adding detail to their sentences. Children describing things that have happened in their life to others. Adults guiding children to solve their problems, sequencing stories pictorially and verbally as a class, discussing feelings through conversations and stories, encouraging children to articulate their own feelings.	Children creating an imaginary story of their own in play. Children speak clearly in well-formed sentences. Children using new vocabulary in different contexts. Children use past, present, and future tenses in conversation with peers and adults. Small world props available daily to allow children to act out stories, support from adults to use the correct tense and speak in full sentences, conversations through whole class inputs, guided group work and 1:1 with peers and adults in the class to happen daily.
Vocabulary	Sentence, songs, joining in, rhymes, poems, Good morning, right, now, Pretend this is, ran, fell, why, because, I think, this morning, last night, feelings, experience, went to, going to, please, thank you					
	Personal, Social and Emotional Development					
Development of Expressing Feelings (Self-Regulation) Intent Implementation	Children talk about their feelings to trusted adults or special friends. Books read focusing on feelings and emotions. Class discussions on emotions – particularly relating to starting school.	Children are sharing more often or may comfort a friend who is upset. Children identify their own emotions and name them. Books read around sharing, friendships, conflicts. Adults	Children who are very upset know who they can talk to or know some ways to calm themselves down if needed. Children are becoming more proud of themselves for	Children talk about their interests and likes and dislikes at school. Adults prompting children to explain the choices they have made. Children spending time with the adults in their classroom so they	Children try and share, take turns, reason and look after one another. They apologise if they hurt someone accidentally or make someone else upset.	Children show emotional maturity ready for the emotional resilience needed for KS1. Children can use reason and resolutions with other children to keep games and play fair.

		modelling resolving conflict. Adults asking children to express their feelings.	achieving things such as pupil of the week. Adults giving children time to present any achievements and children knowing they can talk to their teachers about the achievements they have made.	feel comfortable to talk about any concerns they may have.	Adults modelling apologies and explaining to children when an apology is necessary.	Adults providing children with a range of strategies to deal with anger and other emotions.
Vocabulary	Happy, sad, angry, upset, cry, nice, problem, feeling, emotions, Proud, pride, Sorry, upset, sad, accident, help, frustration, explain, why, turn taking, my turn, your turn.					
Development of Managing behaviour (Self-Regulation) Intent Implementation	Children may come into school upset but can be comforted by adults. Children listen to the rules and expectation and begin to follow them. Adults supporting children who are upset. School behavioural expectations explained to the children. Rules explained as well as the reason behind them – books shared linked to rules.	Children begin to take turns and share resources and are developing patience and understanding that there is more than just them in the class. Adults modelling sharing, adults supporting children to share.	Children know and follow the behavioural expectations of the school. Behaviour expectations are consistently shared with the class.	Children are beginning to understand why listening is important to help us learn and keep us safe. Adults to model and explain why we listen and why it is important. Stories shared around listening.	Children will without question follows instructions from their teachers or school adults. Adults giving children clear instructions in a range of situations to follow.	Children are developing in independence and can manage their behaviour in a range of situations in school. Challenges available to the class. A wide selection of provision available for children to choose between. Adults prompting children to explain their progress in their play.
Vocabulary	Upset, sad, feeling, emotion, rules, safety, sharing, taking turns, my turn, your turn, patience, waiting, Rules, following, behaviour (language related to the behaviours policy)					
Development of Self-awareness, keeping healthy (Managing Self) Intent Implementation	Children are developing an awareness of themselves and are forming their own opinions. Children are beginning to learn the classroom rules and are following these with some reminders. Prompting children to explain what they like and dislike. Rules and expectations explained to the class. Prompts to follow the rules – verbally and pictorially.	Children are doing things for themselves – because they want to. They will say what they are doing and why they are doing it too. Prompts to discuss what they are doing and give a reason why.	Children have a good understanding of the behaviour expectations and guide others to follow. They are proud of what they can do and their achievements. Children given time to talk to adults or as a ‘show and tell’ to explain their achievements. Children discussing the rules and knowing right from wrong.	Children know what makes them happy and do these things, they know what keeps them healthy and will do these things when possible. Stories and lessons based on keeping healthy including tooth brushing, physical activity, screen time and healthy eating.	Children tell adults and their peers what they have achieved and what they can do now, they are happy with themselves and proud of what they have achieved at school. Children given time to talk to adults or as a ‘show and tell’ to explain their achievements.	Children are proud of who they are and what they can do. They talk about themselves positively. Discussions with adults on their achievements in Reception and how they have progressed since joining school.
Vocabulary	Happy, proud, like, better, improve, good, bad, right, wrong, behave, rules, follow, achieve, healthy, physical activity, tooth brushing, screen time.					
Development of Independence (Managing Self) Intent Implementation	Children are becoming more independent at coming into school in the morning and getting ready for home at home time. They are using the toilet independently most of the time at school. They know it is okay to ask for help and will do so. Visual and verbal reminders to organise themselves. Reminders to use the toilet, although children should be going independently but may need some verbal support. Adults giving children simple and clear 1 step instructions such as “Get your bag”.	Children are using their preferences to choose what they would like to do at school. Children can put their coats on and are becoming more confident and skilled in using buttons and zips. Children given the choice to play in the area they would like to in the classroom. Adults to build up relationships with the class so they feel comfortable to ask for help. Verbal and pictorial reminders and support to get changed.	Children are becoming more independent – getting things for home, eating their dinner and snacks, asking for help, getting a drink when they want one. Children independently making healthy food choices such as at dinner time. Adults to build a good relationship with the class so they feel comfortable to ask for help or express their needs. Lessons and activities based around healthy and unhealthy foods.	Children looking after themselves at school (personal and hygiene needs). Children developing resilience and perseverance independently. Children being asked to independently dress themselves. Children given challenges in class. Children having to explain how to be safe on roads and paths or being taken out of school as a class on a walk.	Children are confident to try new things. They continue to develop their resilience and perseverance independently. Children can continue to look after and care for themselves. Regular new activities introduced to the class. Discussions around resilience and perseverance. Discussions around road safety or a class walk.	Children continue to look after themselves and understand what healthy choices are. Children have developed resilience, independence and perseverance to support them through transition and the next step in their school journey. Challenges in the classroom and during adult guided work. Discussions and lessons around keeping healthy.
Vocabulary	Get, book bag, water bottle, pack-up, timetable, toilet, wiping, listening, play, playing, area names of the classroom, help, please, dress, undress, clothing names, listening, next, Toilet, food, drink, knife, fork, help, tired, poo, healthy, treat food, tricky, hard, challenge, safe, road safety, look both ways, listening.					

Development of Social skills (Building Relationships) Intent Implementation	Children are building new positive relationships with pupils and staff in their new setting. They may begin to play alongside other children if ready. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions. Conversations modelled by adults.	Children are building on the relationships started last term. They are talking to children and adults in their setting and beginning to ask for help if they need it. Adults modelling respectful conversations, adults building positive relationships so children feel comfortable to ask for help.	Children have friendships and may have a special friend. They play with these children in and out of the classroom and are happy to Children provided with lots of opportunities to play with others and make friends with other children.	Children are building relationships through play and talk and conserve to many of their peers. Adults modelling negotiation, children supported to negotiate and play. Lots of opportunities for children to play.	Children continue to build strong bonds with other children in their school and care for their peers e.g. getting them tissues, asking them to join in with a game. Stories around considering others, prompts to share, collaborate with other children if necessary.	Children know if they have hurt someone's feelings and will apologise without being asked. Children know some children might like or dislike the things they do and that it is okay. Children look after each other and want to help their friends. Stories around conflict, responsibility, individuality and needs of others.
Vocabulary	Friend, teacher, peer, class, others, happy, talk, conversation, play, group, roleplay, small world, I think, because, why, when, please, turns, share, next, shall we, pretend					
Development of Communication (Building Relationships) Intent Implementation	Children will develop their personal, social and emotional skills throughout the Reception year and these skills are taught through significantly adult modelling and guidance. Children will pick up on adults language used, vocabulary, mannerisms, tone of voice, verbal and non-verbal communications and therefore adapt these into their own communication. Adults modelling conversations to other adults as well as to the whole class, small groups of children and 1:1 with children too. Adults using specific facial expressions to convey emotions for children to see as well as using appropriate language and vocabulary that they would like for the children to also use. Adults will model positive engagements.					
Vocabulary	Teacher, peer, friends, class, nicely, turn taking, having a go, please, thank you and words of encouragement					
	<h2>Physical Development</h2>					
General yearly Physical Development progression	<ul style="list-style-type: none"> Children will develop overall body strength, co-ordination, balance, and agility to support lessons in dance, gymnastics and sport. Children will develop their fine motor skills to use a range of tools safely and confidently. Children will always have access to pencils, paintbrushes, scissors, knives, forks, and spoon. Children will develop a good posture when sitting at a table (classroom and dinner times) Develop a good pencil grip ready for Year 1 writing expectations. 					
Development Matters (2021) Guidance Intent Implementation	Children will further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. Adults supporting children to learn the school day and routines. Children going for dinner, Children toileting independently.	Children will revise and refine the fundamental movement skills they have already acquired. P.E Lessons, physical activities in the outdoor area – both child initiated and adult guided.	Children will further develop and refine a range of ball skills. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. P.E Lessons, physical activities in the outdoor area – both child initiated and adult guided, balls in outdoor area.	Children will know and talk about the different factors that support their overall health and wellbeing. Planned lessons, guided discussions and continuous provision based around keeping healthy through a range of factors.	Children will combine different movements with ease and fluency. P.E Lessons, physical activities in the outdoor area – both child initiated and adult guided, balls in outdoor area.	Children will confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Children having daily access to a range of large and small apparatus both indoors and outdoors.
Vocabulary	Line up, wash hands, wait, sit down, carpet time, dinner time, and toilet, Roll, crawl, walk, jump, run, hop, skip, climb, dance, move, balance, skill, careful, throwing, catching, kicking, passing, aiming, confidently, ball, hands, face, eyes, health eating, food groups, tooth brushing, screen time, bedtime routine, road safety, safe, safely, rules, pencil, pen, scissors, paintbrush, bike, scooter, blocks.					
Gross Motor Development Intent Implementation	Begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table. Begin to safely use tools and equipment. Children sitting at tables, sitting on the carpet, children having access to a range of tools and equipment such as pens, scissors, balls, rackets, cones to use.	Begin to develop overall body; strength, balance, co-ordination, balance and agility. Experiment moving in different ways. P.E Lessons focusing on strength and balance – using equipment to climb, using mats to make a range of shapes with their body, moving around the sports hall in different ways.	Continue to develop overall body strength, balance and coordination. Developing in ability when dancing to music. P.E Lessons focusing on strength and balance – using equipment to climb, using mats to make a range of shapes with their body, listening to music and experimenting with moving their body, copying dance	Negotiates space successfully and can adjust speed and direction. Showing increasing control with a ball. Moving around during P.E lessons and negotiating around a range of obstacles at different speeds – replicating it outside in their play	Using equipment safely with consideration to others. Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing. Children having access to a range of tools and equipment such as pens, scissors, balls, rackets, cones to use – children reminded to use this carefully around other children.	Negotiate space and obstacles safely. Show strength, balance and coordination when playing. Move energetically in a range of different ways. Adults prompting children to run safely, adults supporting children with gross motor skills by setting up activities and children having access to the equipment at all times.

			moves and creating their own.			
Vocabulary	Sit, sitting up, straight, smart sitting, posture, floor, carpet, table, pen, pencil, scissors, ball, cone, balance, follow me, climb, apparatus, mats, slither, crawl, skip, jump, hop, side step, space, surroundings, speed, direction, control, looking, hands, eyes.					
Fine Motor development Intent Implementation Please see our Fine Motor – Pencil Grip and Control Development for more information on progression	Children using pencils and other equipment comfortably for them. Children making snips in paper either using one hand or two. Pencils available for children at all times, scissors available for children to use, activities for children that include mark making, name writing and snipping paper.	Children continuing to develop their fine motor skills. Children beginning to learn correct letter formations and use these in their writing. Fine motor activities in the class as well as adult guided activities – drawing, writing, cutting, tracing ect. Weekly handwriting lessons – children introduces to new formations to copy and then use during writing activities.	Developing an effective pencil grip. Developing skill when using tools including scissors. Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support. Scissors and small tools available in provision for children as well as guided activities using these materials.	Children forming recognisable letters with an effective pencil grip. Children being taught letter formations, incorrect formations being corrected and teachers supporting children to correct these, Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support.	Confidently using scissors and small tools. Beginning to use a tripod grip to draw and write accurately. Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support. Scissors and small tools available in provision for children as well as guided activities using these materials.	Children using the tripod grip. Using a range of small tools. Showing accuracy when drawing. Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support. Scissors and small tools available in provision for children as well as guided activities using these materials.
Vocabulary	Pencils, tools, equipment, safely, hand, scissors, snips, finger, finger strong, letter formation, tripod, letters, rhymes, writing, drawing					
	Literacy					
Development of Reading Comprehension Intent Implementation	Children joining in with rhyme, songs and poems. Children are encouraged to hold a book correctly and carefully turn pages. Children understand books have a beginning and an end Children listen and enjoy sharing a range of books both fiction and non-fiction. Children know that text in English is read top to bottom and left to right. Children can recognise pictures and illustrations in a text Vs the writing. Children spotting familiar words in books. Reading together, pointing to the words, talking about the pictures in books, retell stories, point out words. Sing nursery rhymes, songs and read poems. (link to themes and books suggested above)	Children being able to sequence two events from a familiar story – possibly with the use of prompts for support. Children discussing and hearing a range of books – non-fiction and fiction. Children being asked questions liked to the books read to them. Children using texts and images to answer simple questions. Reading together, exploring a wide range of books and discussing their features, Asking questions about books we have read, asking ‘ye’ and ‘no’ questions about texts, model using puppets to act out stories.	Children having favourite books and rhymes – they may know these books from memory. Say what they liked or disliked about a story. When listening to a story children use the images to help them read. Children are becoming increasingly more confident with their understanding of new words in stories. Children can use a books front cover or blurb to make a prediction. Model using pictures to infer clues about the text, Ask children to predict what is happening by using the pictures in different texts, discuss different vocabulary and phrase meanings, ask questions about phrases used, ask children to vote for stories or say if they liked or disliked a story.	When children are playing they are adapting, roleplaying or using vocabulary from stories they’ve read or heard. When reading a well-known or repeated story children will join in. Showing an increasing confidence in sequencing a story. Gives a suggestion to the ending of a story using the front cover, blurb and beginning to support their suggestions. Give picture cards of stories, create story maps or provide small world areas with the characters from read stories, discuss and display new vocabulary, ask children for their predictions of how a story is going to end, ask children if they liked or disliked a story and to give a reason.	Use events in a story to suggest what might happen next (with reasonable suggestions being made). Know what non-fiction and fiction means and can talk about the two text types. Correctly sequence a story. Use ‘because’ to give reason when answering ‘why’ questions about a text. Rehearse and recall rhymes and stories and remembering actions to well-known rhymes e.g. Incy Wincy spider, grand old duke of York. Children to sequence a story in their writing. Ask children questions about what will happen next and to give a reason, children to explain the kind of text the class is reading and how they know e.g. fiction books have information, ask ‘why’ questions about texts.	Converses about books talking about the events, the parts they liked and dislikes and gives reason as to why they feel this way. Knows key vocabulary used in a range of books. Continue to develop their roleplay to involve the storylines of the books read to them. Recalls many parts of a text with accuracy. Provide resources for children to access linked to read texts, literacy tasks based on innovating known stories e.g. Going on a fish hunt. Asking children to reason how they feel about a text. Discussing and explaining new vocabulary used in texts shared with them.
Vocabulary	Book, rhyme, join in, picture, illustration, words, text, follow, repeat, look, beginning, middle, end, order, sequence, retell, non-fiction, fiction, poetry, next					
Development of Reading Words Intent	Throughout the year both adults and children will re-read books to build up their confidence in word reading. Through repetition and the revisiting of texts, children are able to build their fluency of both the story sequence and the text as well as further developing their understanding. As part of their Reading development and Phonetic development children will read books consistent with their phonic knowledge as outlined in the Department for Education’s Reading Framework 2021 and National Curriculum (2014).					

Implementation	<p>Children can discriminate sounds (Level 1 Phonics) such as instruments and cars.</p> <p>Children are beginning to be able to orally blend and segment. (Level 1/2 Phonics).</p> <p>Support and modelling of hearing initial sounds and using phonics fingers to break down a word into the phonemes e.g. cat – c/a/t.</p>	<p>Phonics Level 2 lessons/ First sound reading books introduced and children read graphemes (letter sounds) s,a,t, p, i... Begin to blend some simple words</p> <p>Children read a few common exception words matched to the phonic programme.</p> <p>During Phonics lessons children shown the graphemes and children saying the corresponding phonemes, during reading time children saying the phonemes in their books to match the graphemes seen.</p> <p>Children encouraged to segment and then blend the sounds together in both phonics lessons, literacy lessons and reading time.</p> <p>Children introduced to tricky words to sight read.</p>	<p>Continue to read individual graphemes (letters sounds). Blend simple sounds into VC or CVC words. Children read a few common exception words matched to the school's phonic programme.</p> <p>During Phonics lessons children shown the graphemes and children saying the corresponding phonemes, during reading time children saying the phonemes in their books to match the graphemes seen.</p> <p>Children encouraged to segment and then blend the sounds together in both phonics lessons, literacy lessons and reading time.</p> <p>Children introduced to tricky words to sight read.</p>	<p>Continue to read graphemes as well as some digraphs. Children reading simple phrases and sentences with known graphemes / phonemes and a few exception words from memory.</p> <p>During Phonics lessons children shown digraphs, children to read the two graphemes as one phoneme. Reading fluency developed and children encouraged to read simple phrases and sentences during phonics lessons and reading time. Children introduced to more 'tricky words' to sight read.</p>	<p>Children read some graphemes, digraphs, simple phrases and sentences with known graphemes / phonemes and a few exception words from memory.</p> <p>During Phonics lessons children shown digraphs, children to read the two graphemes as one phoneme. Reading fluency developed and children encouraged to read simple phrases and sentences during phonics lessons and reading time. Children introduced to more 'tricky words' to sight read.</p>	<p>Children beginning to read some tricky words from Level 4 e.g. said, like, have, so. Children can re-read what they have written to check that it makes sense</p> <p>Children shown Level 4 tricky words to sight read. Children reminded to re-read their work to check for fluently.</p>
Vocabulary	Hearing, listening, sound, phoneme, three sounds, two sounds, put it together, Letters, read, sounds, tricky words, digraph, sounding out, CVC, sound buttons, re-read, check					
<p>Development of Phonics</p> <p><i>*Please read alongside whole school (Twinkl) scheme*</i></p> <p>Intent Implementation</p>	<p>Level 1/2:</p> <p>Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words..</p> <p>Support to listen out for and hear sounds in the environment such as outside and inside – wind, cars, talking. Listening to stories, poems and teachers modelling sounds. Support and modelling of hearing initial sounds and using phonics fingers to break down a word into the phonemes e.g. cat – c/a/t.</p>	<p>Level 2:</p> <p>Know grapheme phoneme correspondence. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words First tricky words (the, to, no, go)</p> <p>During phonics, literacy and reading time children to match the graphemes to the phonemes, words given to children to read with VC and CVC during reading and phonics lessons. Tricky words introduced and recapped – possibly opportunities to write.</p>	<p>Level 2:</p> <p>Consolidate learning. Recognise digraphs -ck + ff, ll, ss. Know tricky words - the, to, and, no, go, I Blend and segment known sounds for reading and spelling VC, CVC, CVCC.</p> <p>During phonics, literacy and reading time children to match the graphemes to the phonemes, words given to children to read with VC, CVC and CVCC during reading and phonics lessons. Tricky words introduced and recapped – possibly opportunities to write.</p>	<p>Level 2/3:</p> <p>Consolidate Phase 2. Begin Phase 3. Know the grapheme -phoneme correspondence for j, v, w, x, z, zz, qu. Know the consonant digraphs – sh, th, ch, ng. Know digraphs – ai, ee, oa, oo, ar, or, ur, ow, oi, ee Know trigraph igh. Know tricky words, the, to, he, she, we, me, be, was, my. Write graphemes and digraphs.</p> <p>During phonics, literacy and reading time match the graphemes to the phonemes, words given to read during reading and phonics lessons. Writing digraphs and graphemes in writing lessons and phonics lessons. Tricky words introduced and recapped – possibly opportunities to write.</p>	<p>Level 3:</p> <p>Consolidate Phase 2 and 3 skills. Know trigraphs ear, air. Read tricky words they, her, all, are. Continue to apply knowledge of blending and segmenting to reading and spelling for words and captions. Write graphemes from memory and write a simple sentence using phonic knowledge.</p> <p>During phonics, literacy and reading time match the graphemes to the phonemes, words given to read during reading and phonics lessons. Write digraphs, trigraphs, graphemes in sentences or captions. Tricky words recapped.</p>	<p>Level 3/4:</p> <p>Consolidate Phase 2 and 3 skills. Beginning to learn Phase 4 Phonics if ready. Read tricky words do, when, out what, said, have, like, so. Represent each phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. Read sentences using phonic knowledge, write digraphs and trigraphs.</p> <p>Children given sentences to read and write to match the taught graphemes. Children given tricky words to read and write.</p>
Vocabulary	Listen, hear, noise, sound, difference, same, similar, loud, quiet, grapheme, phoneme, blend, sound, say, segment, digraph, trigraph, read, sentence					
<p>Early Development in Writing</p> <p>Intent Implementation</p>	<p>Writes their name - copying it from a name card or trying to write it from memory. Develop an awareness that writing communicates meaning. Gives meaning to marks they make.</p>	<p>Continuing to develop a phoneme / grapheme relationship. Now has increasing control when making marks and drawing. Copies adult 'writing</p>	<p>Children recording letters for initial sounds and end sounds. Children building and recording simple CVC words. Children given opportunities during writing lessons and</p>	<p>Children build CVC, CVCC words using known graphemes. Children recording these. Use writing in their play. Some children moving onto caption writing if ready.</p>	<p>All children being exposed to caption writing and simple sentence writing and extended to copy or create a simple caption e.g. it is a bus. Continue to build on</p>	<p>Children writing for a range of purposes e.g. non-fiction and fiction writing. Write short sentences sometimes using finger spaces, capital letters and full stops.</p>

	Carpet time, use of the role play area, small group work modelling speaking skills, reminders to listen to and join in, reading books as a class, using the class book area, model writing during class inputs, name boards, write their name on sheets and in their writing book.	behaviour' e.g. writing on a whiteboard, writing messages. Uses some recognisable letters and own symbols such as their name or some initial sounds. Roleplaying resources, a mark making area or access to paper and writing tools, modelling writing during shared inputs and writing sounds 'out loud'. Children have access to sound boards in the class.	during choosing time to write the initial sounds they can hear, modelling writing initial sounds during shared inputs. Children moving onto hearing end sounds once ready. Children moving onto CVC words once ready.	CVC writing activities during guided group work and as independent challenges in the classroom, modelled during shared inputs, roleplay areas to have writing materials	knowledge of letter sounds in writing. New phonemes and graphemes introduced during phonics lessons, sound mats used in literacy lessons and within class provision, a range of literacy tasks and writing activities during guided group work drawing on previously read texts.	Children writing for a range of different purposes such as fact files, stories, recipes, instructions. Modelling writing sentences in sequence with the correct punctuation – children reminded to include this verbally or pictorially.
Vocabulary	Listen, speak, speaking, writing, mean, explain, what, copy, trace, same, drawing, picture, neat, phoneme, grapheme, symbols, marks, letters, name, words, instructions, recipe, story, non-fiction, fiction, information book, sentences, letter sounds, capital letters, finger spaces and full stops					
Development of Compositional skills Intent Implementation	Forming the basic understanding of compositional skills through talk - to organise my play and describe events and special occasions. Listening to stories, joining in with class discussions, talking to friends or in guided groups including the teacher.	Understands that thoughts and stories can be written down from what has been modelled to them. Use talk to link ideas during conversation and play as well as clarify their thinking and feelings. .Listening to stories, joining in with class discussions, talking to friends or in guided groups including the teacher, Roleplaying with others and acting out stories, modelling writing down ideas as a shared input.	Orally sounding out CVC words. Breaking down words to ensure they've remembered all of the sounds. Modelling composing words and breaking them down into CVC words. Writing activities based on CVC words. Higher ability children challenged to put their CVC word into a sentence.	Orally compose a caption and hold it in memory before attempting to write it. Modelling composing captions with the guidance of the class, children repeating your sentence back to you as a whole class, supporting children to orally compose a sentence during guided literacy tasks.	Write a simple sentence. Firstly focusing on including finger spaces. Modelling composing simple sentences with the guidance of the class, children repeating your sentence back to you as a whole class, supporting children to orally compose a sentence during guided literacy tasks.	Write sequenced simple sentences with some finger spaces – working towards including a capital letter and full stop. Writing activities based around a class story – retelling and innovating, modelling the use of capital letters, finger spaces and full stops and verbally or pictorially reminding children to use these.
Vocabulary	Experiences, talk, describe, tell, birthday, party, Christmas, roleplay, mums and dads, babies, Roleplay, feelings, happy, sad, story, message, stories, , repeat, check, re-read, writing, full stop, punctuate, end, story, capital letters, finger spaces.					
Development of Spelling <i>* Please read alongside whole school (Twinkl) scheme including the Spelling policy and Progression & Delivery map for further information *</i> Intent Implementation	Orally segment simple words e.g. cat, dog. Write their name copying it from a name card or trying to write it from memory. 'Robot talk' to segment sounds in words, writing their names on sheets or in books.	Orally spell VC and CVC words by identifying the sounds. Write their own name. Phonics lessons based on orally segmenting words, writing names on sheets and in books during all activities.	Sounding out to write VC and CVC words independently using Phase 2 graphemes.. Literacy activities based on writing VC and CVC words. Phonics writing activities writing words with known graphemes.	Sounding out to write VC, CVC and CVCC words independently using Phase 2 and Phase 3 graphemes. Children can spell some tricky words e.g. the, to, no, go* independently. Literacy and Phonics writing activities writing words with known graphemes, Sentence writing including tricky words.	Children using the knowledge and understanding of phoneme – grapheme correspondence to spell words. Make phonetically plausible attempts when writing unknown words that cannot be sounded out with only Phase 2 and 3 knowledge. Literacy and Phonics writing activities writing words with known graphemes, Sentence writing including tricky words.	Make phonetically plausible attempts when writing unknown words that cannot be sounded out with only Phase 2 and 3 knowledge. Spelling Phase 4 words if ready. Spell tricky words e.g., he, she, we, be, me* independently. Literacy and Phonics writing activities writing words with known graphemes, Sentence writing including tricky words.
Vocabulary	Segmenting, phonemes, graphemes, sounds, sound out, name writing, copy, sound buttons, tricky words					
Development of Handwriting	Know that words around me mean something and can be written by my classroom adults	Children form letters from their name mostly correctly. Children understand that we	Children are beginning to show a dominant hand. Children begin to form more	Children hold their pencil effectively to form recognisable letters. Children building a repertoire of	Children now form most lower-case letters correctly, starting and finishing in the	Children using a tripod grip to confidently write letters that can be clearly

<i>* Please read alongside whole school (Twinkl) scheme including the Handwriting policy and Progression & Delivery map for further information *</i>	and me. Notices the direction English is written - left to right and top to bottom. Children draws lines and circles, basic shapes and pictures. Children writing their name with the beginning of some correct formations. Weekly handwriting lessons based on shapes and lines, daily reminders and recaps on how to hold a pencil.	write from left to right and top to bottom. Children using ‘pinch and flick’ as a method to hold their pencil in a supportive grip for effective writing. Weekly handwriting lessons based on letter formation progression, daily reminders and recaps on how to hold a pencil.	recognisable letters – although they may not ‘start’ in the correct place.. Weekly handwriting lessons based on letter formation progression, daily reminders and recaps on how to hold a pencil, children wiring in a literacy book.	correct formations through weekly handwriting formation lessons. Weekly handwriting lessons based on letter formation progression, daily reminders and recaps on how to hold a pencil, children wiring in a literacy book on lines.	right place. Children are beginning to include spaces between words. Weekly handwriting lessons based on letter formation progression, daily reminders and recaps on how to hold a pencil, children wiring in a literacy book on lines and using finger spaces.	recognised. Children are forming some capital letters correctly. Weekly handwriting lessons based on letter formation progression - to include capital letters, daily reminders and recap on how to hold a pencil, children wiring in a literacy book on lines and using finger spaces and capital letters.
Vocabulary	left to right, drawing, making, marks, lines, circles, pencil grip, pinch and flick, letters, formations, trace, copy, spaces, finger spaces, on the line, under the line, capital letters, correct, writing					
	Mathematics					
NCTEM Mastering Maths Scheme	Pupils will: <ul style="list-style-type: none">• identify when a set can be subitised and when counting is needed• subitise different arrangements, both unstructured and structured, including using the Hungarian number frame• make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills• spot smaller numbers ‘hiding’ inside larger numbers-connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers• hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number• develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds• compare sets of objects by matching• begin to develop the language of ‘whole’ when talking about objects which have parts	Pupils will: <ul style="list-style-type: none">• continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals• begin to identify missing parts for numbers within 5• explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame• focus on equal and unequal groups when comparing numbersunderstand that two equal groups can be called a ‘double’ and connect this to finger patterns• sort odd and even numbers according to their ‘shape’• continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern• order numbers and play track games• join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers	Pupils will: <ul style="list-style-type: none">• continue to develop their counting skills, counting larger sets as well as counting actions and sounds• explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame• compare quantities and numbers, including sets of objects which have different attributes• continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2-begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10• continue to identify when sets can be subitised and when counting is necessary• develop conceptual subitising skills including when using a rekenrek			
Mathematical knowledge regularly revisited Intent Implementation	Routines, comparing measures, verbally counting including when singing rhymes. Using a visual timetable to explain the day, water tray exploration, balance pan exploration, singing number rhyme songs daily including props and actions – fingers.	Count objects, actions, and sounds. Introduction of Subitising. Model counting objects correctly and incorrectly. Count my claps. Count how many coins in the pot with eyes closed. Dot cards to subitise with.	Subitising to 5. 2D shapes, One more and one less. Dot cards to subitise with, 2d shapes in provision and around the classroom for children to find, number lines in the classroom for children to model one more and one less, starter activities to recap prior learning.	Explore the composition of numbers to 8 Subitise (intro to conceptual) Recall number bonds 0-8. Dot cards to subitise with, tens frames with numbers to 8 for children to use, exploration of each number – working systematically to find all the ways to make each number.	Explore the composition of numbers to 10 Subitise (conceptual) Automatic recall number bonds 0-10 Continue to access mathematical continuous provision – tens frames, numicon, using Subitising dot plates and images, number bond songs and using fingers to find answers.	Explore the composition of numbers beyond 10. Subitise (conceptual) Automatic recall number bonds 0-10 Continue to access mathematical continuous provision – tens frames, numicon, using Subitising dot plates and images, number bond songs and using fingers to find answers.
Vocabulary	Happen, now, next, after that, smaller, larger, smallest, largest, number and shape names, words to numbers songs, Count, how many, flat, sides, corners, smooth, one more, one less, adding one, taking one, bigger, smaller, add, take away, subitise, bonds, odd, even, more, less, fewer, sort, match, double, share, frame, order, compare, size, balance, timetable, day, week, year, date, 2D, 3D, sides, corners					
	Understanding the World					

R.E – Religious Education Intent Implementation <i>*Please read alongside whole school () scheme*</i>	Unit R2 - Enquiry: Why do Christians perform Nativity plays at Christmas? The birth of Jesus is known as the nativity and it was an important event for Christians. Christmas is a celebration festival for Christians as it is Jesus’s birthday. Jesus shows what God is like and all humans are made in ‘God’s image’. Every human is precious to God, known and loved by God. Christians believe God came to Earth in Human form as Jesus. Christians believe Jesus came to show that all people are precious and special to God.		Unit R3 - Enquiry: Why do Christians put an Easter cross in an garden? The events of Jesus last week on earth (Holy week). Palm Sunday was when Jesus entered Jerusalem on a donkey and people called Hosanna to him. Easter is a period of time longer than one day. Easter is the most important event in the Christian calendar. Easter is linked to forgiveness, love and sacrifice. Christians remember Jesus’ last week at Easter. Jesus’ name means ‘He saves’ Christians believe Jesus came to show God’s love. Christians try to show love to others		Unit R1 - Enquiry: Why is the word of God so important to Christians? God is the name Christians use for who they believe created the earth and universe. God is the creator of all things whether good or bad, he is a life giver. The ten commandments are an important part of Christian living and remind Christians they should honour God’s name. The word God is a name Christians believe God is the creator of the universe Christians believe God made our wonderful world and we should look after it	
Vocabulary	Christian, love, bible, celebration, God, Nativity, precious, image, Christmas, gift, Jesus, cross, Easter, forgiveness, sacrifice, sorry, creator, universe, honour, life, believe, steward, help					
Intent Implementation	R.E will also be taught through stories and practical activities and children will explore other religion of their own interest through discussion points where they will have the chance to express their own feelings and experiences of religion. The subject ‘R.E – Religious Education, links to the EYFS curriculum through PSED AND UTW. Children learning about a range of faiths and their similarities and differences. Children being immersed in festivals and religious celebrations.					
Vocabulary	Religion, special, people, books, places, worship, feelings, similar, different, faith, culture					
Development of Chronology Intent Implementation	Children will explore chronology throughout the year – building up experiences and knowledge of the past and present and using this as reference to reflect on.					
	Children talk about members of their family and the relationship to them e.g. Mum, Dad. Children joining in with discussions and stories about family. Children focusing on work based on ‘all about me’ and their family and friends.	Children use the language of time when talking about past and present events in their own lives and in the lives of others including people they have learnt about through books. Discussions around past and present – events such as celebrations, Remembrance Day (war).	Children visually represent their own day on a simple timeline. Children learning about the days of the week in and out of Maths lessons. Children having a visual timetable. Children completing practical activities visually representation their week.	Children talk about and understand changes in their own lifetime and what happens when they get older. Learning about life cycles of animals, learning about how we grow and change as people.	Children recount an event that has happened. Discussions around events we have had at school such as school trips, visits etc.	Children can order experiences that have happened to them and in stories they have read. Adults prompting children to order experiences and stories verbally or in a written method.
Vocabulary	Family, relationships, Mum, Dad, sister, brother, grandma, grandad, nanny, aunty, uncle, step, friends, Last week, yesterday, a long time ago, last year, before I was born, Timeline, day, week, first, last, them, next, days of the week – names, Changes, baby, toddler, child, teenager, adult, elderly, ages, first, then, next, after that, finally, story.					
Development of Enquiry Intent Implementation	Children know that you can find out information from different sources Adults modelling how to find information using a range of sources. Adults giving children access to books to find information.	Children find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Adults providing opportunities to explore a range of festivals and celebrations.	Children make observations or find information about different locations and places. They recognise, know, and describe features of a studied location. Understand some changes in the natural world around them, including the seasons. Adults modelling using technology. Children having access to the technology to find information.	Children describe images of familiar situations in the past when looking and contrast images or stories. Children are taught about growth and change. Children exploring images from the past through stories. Adults providing activities and inputs based on changing and growing.	Children talk about roles people have in society (both in the present and past). Children understand he need for these roles. Adults providing experiences, activities and inputs in the people in society in the present and in the past. Children comparing the past and present.	Children are confident in comparing and contrasting the past and present and can describe and ask questions about old and new. They notice similarities and differences independently and talk about these. Children provided with images to compare with past and present. Discussions around past and present.
Vocabulary	Information, books, videos, search, internet, history, past, celebrations, festivals, technology, Images, pictures, past, present, same, different, grow, change, job, help, helpful, community, police, fire service, doctor, dentist, different, people, places, time, compare, comparison, same, picture					
Development of the understanding of ‘Respect’ Intent Implementation	Children respect special things in their own lives. Children taught about respect, children taught about respecting special things and what this might mean to different people.	Children recognise that people have different beliefs and celebrate special times in different ways. Children recognise some environments that are	Children understand what curiosity is and importance of asking questions. Children find out about other countries and people through non-fiction texts, stories, visitors, celebrations.	Children understand what curiosity is and importance of asking questions. Children find out about other countries and people through non-fiction texts, stories, visitors, celebrations including Easter.	Children know that different places are special to different people. Children taught about respect and how we can respect special places.	Children can compare and contrast different places. Children show respect to one another and to animals. Children taught about respect and caring for animals and pets.

		different to the one in which they live. Children taught about respect, children taught about different beliefs and special times for different people.	Children taught about respect, children taught about curiosity, asking questions and why we need to learn.	Children taught about respect, children taught about curiosity, asking questions and why we need to learn.		
Vocabulary	Special, teddy, photo, people, toy, Belief, religion, special, special book, celebrate, celebration, different, same, similar, questions, why, country, community, environment, where I live, story, visitor, places of worship, churches, map, park, shops etc.					
Development of Mapping skills Intent Implementation	Children can draw a simple map and listen to stories with maps. Children recognise some common signs. Exploring maps as a class, reading stories with maps, creating a classroom map, exploring logos and signs as a class.	Children use positional language. Modelling how to use a bee-bot and positional language.	Children can use positional language and extend this to using a BeeBots or instructing a friend to move. Children recognise some environments are different to the one in which they live. Modelling how to use a bee-bot and positional language. Adults setting up a small world track for children to use the Bee-bots with. Looking at maps of the local area and maps of Antarctica.	Children can confidently programme a BeeBot. Children can talk about technology and how it can help us direct ourselves – Google Maps. Modelling how to use a bee-bot and positional language. Children having the Bee-bot grid maps to use. Children being shown what Google maps is and its uses.	Children can draw information from a simple map and identify landmarks of our local area walk. Children going on a walk together around the local area. To identify landmarks and create a map.	Children can create own maps using grid paper and symbols (x marks the spot treasure maps) Children using the available materials to create their own maps as modelled by the adults in school.
Vocabulary	Maps, mapping, environment, features, local area map, signs, logos, bee-bot, left, right, under, beside, on top, up, down, same, different, x marks the spot, treasure.					
Development of Scientific skills and Knowledge Intent Implementation	Children learn about the seasons and know it is Autumn. Children talk about the seasons and have some understanding about the changes that happen in the world. Exploring seasons through stories, videos, books. Making a record of the seasons or weather such as a weather chart, seasons booklet etc.	Children identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and paper. Children are beginning to understand what 're-cycle' means and why we should do it. Exploring the materials as a class – naming them. Exploring the properties of these materials through continuous provision and whole class inputs. Reading and investigating what recycling means and how we can recycle.	Children can describe an animal using some scientific vocabulary. Children have an understanding of some animal habitats and can describe them and who lives in them. Exploring animals and labelling them. Exploring what animals need to survive and how that changes depending on the environment they are in.	Discussions around human lifecycles and how we grow and change – children understanding how they have grown and how they will continue to grow. Looking at how they look and people older than them look – what is the same and what is different. Naming body parts and how to keep ourselves healthy. Continue with the work on seasons and weather from the Autumn term. Discussions and inputs around growth and changes in the human body. Learning about healthy eating and how the body works.	Children can name parts of a plant and what it needs to grow as part of the current topic. Children can grow their own plants and look after them. Children observe the plants and trees around them and how they change. Children are developing a good understanding of a lifecycle as part of the topic. Exploring plants and the parts of the plants, looking at lifecycles of plants, identifying plants.	Children are confident at naming a range of animals and where they live (habitat) and can sort some animals into the country they live in. Children care for and look after animals and encourage others to do so. Children can compare animals and observe their changes (Lifecycles) Identifying, observing and exploring British animals – in person, through books, videos etc.
Vocabulary	Autumn, day, dark, light, Winter, night, season, Moon, Sun, lighter, darker, shadow, Material, wood, plastic, glass, metal, paper, recyclable, hard, soft, rough, smooth, shiny, Hygiene, healthy, nonhealthy, grow, change, germs, 5 senses, teeth brushing, dentist, face, hair, leg, human, knee, arm, elbow, back, head, toes, ear, hands, eye, fingers, mouth, nose, parent, baby, child, adult, grandparent, Plant, stem, leaf, roots, bulb, shoot, seed, growth flower, trunk, branches. life cycle, egg, caterpillar, chrysalis, cocoon, butterfly, water, food, air, Pond, garden, woodland, seaside, habitat, wild, wildlife, native, woodland, birds, (owl, duck), insects/bugs/ minibeasts					
	Expressive Arts and Design					
KAPOW Art and Design units	Drawing: Marvellous marks Seasonal activity: Autumn Wreath	Seasonal activity: Christmas salt dough decorations	Craft and Design: let's get crafty! Seasonal activity: Threaded Snowflakes	Painting and Mixed Media: Paint my world Seasonal activities: Spring Mandalas Easter egg threading	Sculpture and 3D: Creation station	Seasonal activity: Salt Painting

KAPOW Design and Technology units Units of work are highlighted in bold	Structures: Junk modelling	Cooking and nutrition: Soup Hibernation boxes Sliding Santa Chimneys		Textiles: Bookmarks (for World Book Day) Easter: Hanging egg decoration	Flower threading Design a rainbow salad Make a rainbow salad	Structure: (Pirate) Boats
Development of Music Intent Implementation	Singing simple well know songs and rhymes, introducing new daily rhymes. Describing the sounds I can hear. Pitch, Introduction to new songs, rhymes. Phase 1 phonics lessons focusing on tuning in.	Nativity Performance – joining in with the words to sings and using actions. Listening to music. Daily singing of learnt songs, rhymes or poems, listening to music together as a class, rehearsing to then perform the school Nativity production	Exploring musical instruments including body percussions. Playing instruments in time and in a simple composition. Being shown a range of instruments and having these in provision, music lessons on body percussion and creating repeating patterns and compositions using instruments with picture cues and verbal cues.	Experimenting with changing my voice with different tempo, pitch and dynamics. Describing instrument sounds. Music lessons based on adapting and changing voices using a range of methods, picture cues in provision, instruments in provision, exploring instruments to describe their sound in comparison to others and using new musical vocabulary	Singing a range of familiar nursery rhymes and songs – singing sometimes in tune. Talk about how music makes me feel. Daily singing of a range of songs and learnt rhymes, discussions around music and emotions – exploring a wide range of appropriate songs.	Performing songs, rhymes, poems and stories and moving in time with the music. Composing and adapting my own music using my voice and with instruments. Both singing and performing learnt songs, rhymes or poems, listening to music together as a class, Instruments in class to allow children to make their own music (including singing).
Vocabulary	music, singing, songs, nursery rhymes, actions, listen, loud /quiet / fast / slow, dance, shouting, song words, clap, stamp, move, instruments, pattern					
Development of Children’s Mark Making and Drawing Intent Implementation	Learning how to grip a pencil and making marks through a range of shapes e.g. lines and circles. Children are giving meaning to marks they have made. Mark making area, Workshop and creative areas, modelling how to use equipment safely.	(Skill) Observational drawings linked to the current topic (e.g. Autumn). Begin to understand how to use shapes to represent objects. Mark making area, Workshop and creative areas, modelling how to use equipment safely, Pumpkins, leaves on Creative table, modelling observational skills.	(Skill) Convey emotions in their pictures/ drawing e.g. happiness, sadness. Draw with increasing complexity and detail e.g. adding eyes, nose, mouth to pictures. Mark making area, Workshop and creative areas, modelling how to use equipment safely, Modelling adding finer details, using the work of Miro.	(Skill) Continue with the development with observational drawing e.g. linked to Spring. Mark making area, Workshop and creative areas, modelling how to use equipment safely, Modelling observational skills and the use of colour.	(Skill) Continue with the development of observational drawing linked to the theme. Continue to develop the accuracy and detail in their drawing. Mark making area, Workshop and creative areas, modelling how to use equipment safely, Modelling observational skills, the use of colour and taking care and time.	(Skill) Children discussing their work and the details used on their illustrations and showing lots of detail on these. Mark making area, Workshop and creative areas, modelling how to use equipment safely, Modelling observational skills, the use of colour, adding finer detail and explaining your art work, questioning children about their work.
Vocabulary	Grip, pinch and flick, tight, loose, hand, lines, circles, shapes, copy, explain, observe, look, notice, shape, colour, explain, notice, like, dislike, reason.					
Development of use of Colour Intent Implementation	(Knowledge) Know the names of many colours and uses these in their work. Discussing colour names during play and discussions.	(Skill) Explore a range of colours and how colours can be changed e.g. colour mixing. Paints available to children, modelling mixing colours, prompting children to identify dark and light colours in play and discussions.	(Skill) Explore the colour work of the artists studied this term. Purposely choosing a colour when creating. Modelling making a wash background, discussing use of colour and shape and light and dark colours.	(Skill) Exploring the colour work of Andy Goldsworthy – Nature. Using a colour chart and paint chart outside to identify colours.	(Skill) Exploring how to change colours through colour mixing and how white and black can change a colour. Exploring black and white and how it can change a colour, a range of colours available on the painting table for children to explore.	(Skill) Planning ahead on which colours they will use and giving a purpose and reason for the colours they’ve used. Creative area with paints set up for children to access and colouring pencils and crayons, a range of art work examples.
Vocabulary	Colours, colour names, change, lighter, darker, mix, primary colour, light, dark.					

Development of the use of Paint Intent Implementation	(Skill/Knowledge) Exploring the painting area within the setting, using the area independently or with support and using techniques of Artists studied this term. Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of Jackson Pollock's work, teacher modelling of work.	(Knowledge) Knowing pictures do not need to use multiple colours. Working on choosing particular colours for the painting they are creating. Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of Yves Klein's work, teacher modelling of work.	(Experience) Developing an understanding that there are different types of paint and that paint can be added to, to change its colour and consistency e.g. sand. Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of a range of media through modelling and then in provision.	(Skill) Children continuing to become more confident and independent when painting and using the skills and techniques they've been taught and seen through a range of artists. Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of mixing paints to make new colours	(Experience) Continue to develop a wide range of experience with using paint on a small and large scale. Explore using different brush types and noticing artists who also do this. Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of a range of media.	(Skill) Children knowing what they want to paint and why using their imagination and feelings – they can explain why they've chosen their materials and how they may do it differently next time. Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of a range of media.
Vocabulary	Paint, painting, colour, choice, splatter, flick, colour, choice, type, poster, water colour.					
Development of Printing Intent Implementation	(Experience/Skill) Children exploring printing through access to paint to print with their hands and fingers and knowing they are allowed to do this. Printing materials explored together as a class and on offer in provision.	(Skill) Children being introduced to larger printing tools to be used indoors and outdoors. Printing materials explored together as a class and on offer in provision. Mondrian's work explored together as a class.	(Skill) Children exploring printing tools – both natural and man made e.g. leaves and ear buds. Printing materials explored together as a class and on offer in provision. Exploration of natural materials – bring in from outside to print.	(Skill) Children exploring how patterns can be printed. Printing materials explored together as a class and on offer in provision. Exploration of natural materials – bring in from outside to print. Teaching of repeating patterns.	(Skill) Children printing using a range of media, independently printing patterns including symmetrical patterns. Exploration of symmetry using a mirror, a line to repeat on each side, symmetrical butterfly printing explored and then left in provision.	(Skill) Children printing pictures using the skills and knowledge learnt throughout the year. Printing materials in provision for children to use independently.
Vocabulary	Print, paint, choice, hands, feet, fingers, sponge, rollers, shapes, objects, patterns, nature, , ideas, explain, reason, why					
Development of the use of Textiles and Materials Intent Implementation	(Understanding) Children exploring the available materials within their new setting. Exploration of a range of materials and their functions, creative areas.	(Skill) Children being shown how to use junk modelling materials to build and construct models. Junk modelling materials available in class, different functions of glue explored with class.	(Knowledge) Exploring different types of materials and what their properties and uses are. Exploration of a range of materials and their functions, materials available in creative areas, winter clothing available outside to be explored with outdoors.	(Skill) Learning what a collage is and how we can collage using different materials and which ones work best and look most effective. Collage exploration, collage materials available to class.	(Skill) Children being taught how to weave, looking at man-made weaving materials as well as natural weaving materials e.g. leaves with holes and dandelions. Weaving demonstrated to the class, weaving materials available in provision	(Skill) Children continuing to learn to weave and exploring weaving. Modelling and instructions on how to weave with links to how to sew.
Vocabulary	Materials, textures, fabric, play-dough, natural, soft, hard, bendy, rough, smooth, , junk, modelling, build, tower, structure, higher, lower, taller, shorter, stronger, glue, Sellotape, natural, leaves, thread, , weaving, in and out, flour food ingredients (cooking)					
Development of modelling and 3D work Intent Implementation	(Understanding) Children being shown the loose parts in the class and being shown how they can be used. Exploration of loose parts, modelling of how they can be used, images of ideas.	(Skill) Children being shown how to use simple joins when using different materials to create Exploration with the class of different ways to join materials and which is the best method for which material.	(Skill) Children making models and creations for their own pleasure and for events and celebrations. Reading stories about celebrations, exploring pre-made paper chains, exploring the process of paper chains, making cards and other decorations.	(Skill/Knowledge) Children exploring how natural resources can be manipulated to make 3d sculptures. Going outside to see living art and nature, creating repeating patterns with nature, building with natural objects outdoors.	(Skill) Children specifically using certain materials for their own ideas. Exploration of puppets, discussing and modelling ways to make puppets, looking at folding techniques together – modelling and giving children the materials to access, giving children a range of materials to access from.	(Skill) Children having the skills and understanding to use a range of tools and materials to join, assemble and build models and 3D work. A range of tools, materials, textiles available for children to access using the taught methods shown to them across the year.
Vocabulary	loose parts, moveable, creation, colour, shape, patterns, join, , masking tape, sellotape, glue stick, copy, puppets, material, tools, techniques, adapt, change, explain, reasons					
Development of Cutting skills Intent Implementation	(Skill) Children being shown how to scissors to make snips safely. Demonstration and discussions around scissor safety, modelling the use of scissors – open and	(Skill) Children building confidence and skill in using scissors. Demonstration and discussions around scissor	(Skill) Children building confidence and skill in using scissors. Demonstration and discussions around scissor	(Skill) Children building confidence and skill in using scissors Scissors in provision, a variety of shapes for children to cut, materials	(Skill) Children using scissors independently and safely. Scissors in provision, a variety of shapes for children to cut, materials and pictures	(Skill) Children using scissors to support them in their creations. Scissors in provision, a variety of shapes for children

	close to make small snips in a repeated process, scissors in provision.	safety, modelling the use of scissors – open and close to make small snips in a repeated process to follow a line, scissors in provision.	safety, modelling the use of scissors – open and close to make small snips in a repeated process while moving the paper around to follow a curved line, scissors in provision.	and pictures available for children to cut freely.	available for children to cut freely.	to cut, materials and pictures available for children to cut freely.
Vocabulary	Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, copy, trace, lines, independent					
Development of Imagination and Roleplay Intent Implementation	Children exploring the roleplaying area/s within the setting and joining in with familiar pretend play. Children exploring and using the resources to create props or bring in and use materials to support play. Children building and developing storylines in both the small world area and role-playing in the setting. Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children.	Children using the stories they know and have heard in school to roleplay them Children extending their roleplay with more imaginary storylines. Children continuing to use the props available in school and ones they have made themselves. Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children.			Children continuing to extend and develop the storylines they are role playing in school. Children will independently sing, dance, roleplay, create artwork and may show a passion for one or more ways to express their imagination. Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children, singing songs, rhymes and doing guided roleplaying activities together as guided groups or a whole class.	
Vocabulary	Join in, pretend, roleplay, home corner, mums, dads, baby, small world, people, vehicles, cars, recreate, represent, shops, schools, retell, stories, acting out, puppets, toys, small world, masks, home corner, conversations, celebrations					