

### Nursery Long Term Plan Year A

<b>Nursery</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>General themes</b>	All about me! (Civilisations)	People who help us. ( Civilisations)	Reduce, reuse, recycle. (Sustainability)	Healthy Me! ( Sustainability)	Amazing Animals. (Different and equal)	Going on a journey. (Different and equal)
<b>RE</b>	God the Creator	Baptism Advent	Christmas. God's family	Lent	Easter Mary Mother of God Pentecost	Celebrations
<b>Key texts</b>	Nursery Rhymes. Owl Babies. Fox's Socks. Shark in the Park (Rhyming). The creation Story. We're going on a leaf hunt. The Little Red Hen The Enormous Turnip (Repetition)	Goldilocks and the three bears. Christmas stories.  Day Monkey/Night Monkey. Nursery Rhymes Rhyming Stories. Peace at last ( Phase 1 phonics) The Gingerbread Man ( Repetition) The Enormous Turnip (Repetition)	One Little Mitten.  Recycling ( Non Fiction) The Green monster. Doing the animal Bop ( Phase 1 phonics) 10 Green things to do. This is Our World	We are going on an Egg Hunt. Simple Easter story. The Very Hungry Caterpillar. Titch I can brush my teeth (Non Fiction).	Dear Zoo. Walking through the jungle. Old MacDonald had a farm. Under the sea. Easter story. Rainbow fish The three Billy Goats Gruff Handas Surprise.	The Train Ride. We all go travelling by. The Magic Train Ride. We are going on a bear hunt. You cant get an elephant on a bus. My Granny went to Market.
<b>Cultural Capital Wow moments Enrichment weeks</b>	Citizen of the World Week. Autumn Walk	Remembrance Day. Harvest. Nativity Performance Diwali. Visit from firefighters.	Chinese New Year. Living eggs. Valentines. Winter walk Mental Health Week	Shrove Tuesday. Ash Wednesday. World Book Day. Spring time Walk Mothers Day science week	Queens Jubilee. Caterpillars.	Sports Day Teddy Bears picnic Fathers Day

<b>Parental Involvement</b>	Welcome meeting. Nursery rhyme bag to go home. Tapestry- Photos of my family	Stay and play. Story bags to go home. Tapestry- How do you celebrate Christmas at home	Tapestry- Lets do some recycling at home.  Story bags.	Easter craft Morning. Parents meetings.  Walk to church	Take home library book. Tapestry- Do you have pets? Trips to farm/zoo.	Transition Tapestry- A different way of travelling.
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**Reception Long Term Plan Year A**

<b>Reception</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer1</b>	<b>Summer2</b>
<b>Big Idea</b>	<b>Civilisations</b> Getting to know You	<b>Civilisations</b> People who help us	<b>Sustainability</b> Caring for Our World	<b>Sustainability</b> Caring for Myself	<b>Different &amp; Equal</b> Same and different	<b>Different &amp; Equal</b> Moving On
<b>Key Texts</b>	Nursery Rhymes (Top Ten)  Traditional Tales: Jack and the Beanstalk Goldilocks The Three Billy Goats Gruff The Three Little Pigs  First look at non-fiction (simple atlas)	Stories by the same author  The Gruffalo  Room on the Broom  Day Monkey Night Monkey (Julia Donaldson)  Whatever Next! Five Minutes' Peace Peace at last (Jill Murphy)	The Messy Magpie  Dear Greenpeace  What a Waste  Peep Inside a Tree  The Tiger Who Came to Tea	The Very Hungry Caterpillar  Oliver's Vegetables  Oliver's Fruit Salad  Story of a Tooth (Dental Health Foundation)	Giraffes Can't Dance  Mister Men/Little Miss stories  Pumpkin Soup  Fair Shares  Elmer	On the Way Home (Jill Murphy re-visited)  We're going on a Bear Hunt  Funnybones  The Rainbow Fish
<b>Cultural Capital Wow Moments/ Enrichment</b>	Citizens of the World Week	Firefighter visit  STEM Week 1 Diwali Posting Christmas cards	Mental Health Week  Chinese New Year  Valentine's Day  World Book Day	Living Eggs Forest School Mother's Day STEM Week 2 Healthy Eating collage	Easter Feast of Saint Joseph the Worker Eid Spring walk Queen's Jubilee Library Visit Farm Visit?	STEM Week 3  PSCO Visit  Educational Visit/Grand Day In  Transition Project
<b>Parental Involvement (Tapestry ongoing)</b>	Key group parent tours  (3 dates)	Parents Evening  Christmas crafts  Nativity	Parent story time (key groups – 3 dates)	Parents Evening  Easter crafts  Walk to church  Big Clean Up	Parish priest visit  Support with library visit	EYFS Sports Day  Teddy Bears' Picnic  Fathers' Day

					Presentation to parents about Forest School Open afternoons Open afternoons	Additional parent meetings (on request following annual reports)
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## COMMUNICATION AND LANGUAGE

The development of children’s communication and language is at the heart of everything we do. It underpins all seven areas of learning and development. Through high quality interactions, conversation, discussion, storytelling, role play and modelling we provide a language rich environment. Our curriculum is centred around stories and rhymes which envelop children in a wide range of vocabulary and language. Sharing non-fiction, stories, rhymes and poems, daily and then providing them with extensive opportunities to use and embed new words in context.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YN – All about me! ( Civilisations)	YN-People who help us. ( Civilisations)	YN- Reduce, Reuse, Recycle. (Sustainability)	YN- Healthy Me! ( Sustainability)	YN-Amazing Animals ( Different and Equal)	YN-Going on a journey. ( Different and Equal)
<p><b>INTENT:</b> Children should be able to sing a large repertoire of songs and rhymes. They will enjoy listening to familiar stories and will retell some of these. Children will enjoy listening to longer stories and will remember much of what happens. Children will use an ever-widening range of vocabulary to express themselves working towards using longer sentences to do this. They will understand a question or instruction that has two parts and ‘why’ questions. Children will develop their communication and pronunciation, being supported as necessary with tenses and sounds. Children will be confident to start and engage in conversation with others, using talk to express themselves and organise their play.</p>					
<p>Wellcomm language screening. Listen and follow story threads - Story maps/stones/spoons. Retell stories with puppets. Join in with repeated refrains. Talk about EYFS and own families. Story &amp; Nursery Bags - home Nursery rhymes. Asking to play sentences: ‘please can I play/have a turn. Understanding what tools are used for which activity. Daily story, singing and rhyme sessions. Group times (whole class and small groups).</p> <p>.....</p>	<p>As T1 Vocabulary linked to environment &amp; senses questions - What can you see? Christmas Nativity and role – play Performance. Understanding prepositions. Daily story, singing and rhyme sessions. Group times (whole class and small groups).</p>	<p>Wellcomm language screening for new starters. Learning new words- Reduce, Reuse, Recycle, environment, Talking about home experiences. Encourage super sentences. Encourage quality conversations and storytelling. Daily story, singing and rhyme sessions. Small groups and whole class sessions.</p>	<p>How do we keep ourselves healthy? Why do we keep ourselves healthy? Use puppets and props to retell the story of TVHC. Make own version of this story. Real life experiences of healthy food and drinks. Are the children beginning to ask questions? Talking about mummies- Mothers Day card. Daily story, whole class and small group times)</p>	<p>Wellcomm language screening for new starters. To speak with confidence during carpet time and circle time. Using describing words when talking about animals. Beginning to make own rhymes and changing words to original rhymes. To use appropriate story language to re-enact / re-tell simple and familiar stories Daily story, singing and rhyme sessions.</p>	<p>To listen and respond appropriately with relevant comments, questions or actions. Express own feelings about different ways of travelling. Start a conversation with an adult/ friend about transition. Understanding why questions, can use sentences joined up with words - because, or, and. Daily story, singing and rhyme sessions.</p>

YR Pleased to meet you (Civilisations)	YR People who help us (Civilisations)	YR Caring for our world (Sustainability)	YR Caring for myself (Sustainability)	YR Same but different (Different and Equal)	YR Moving on (Different and Equal)
<p><b>INTENT:</b> Children will understand how to listen carefully and why listening is important. They will ask questions to find out more and to check they understand what has been said to them and describe some events in detail. Children will articulate their ideas and thoughts in well-formed sentences and connect one idea or action to another using a range of connectives as well as developing social phrases and conversations with others. They will use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding and engage in daily story time. They will retell a story once they have developed a deep familiarity with the text. Children will listen carefully to rhymes and songs, paying attention to how they sound as well as engaging with poems and non-fiction books, developing new knowledge. Children will learn new vocabulary and use it throughout the day in different contexts.</p>					
<p>WeLLcomm screening/Renfrew testing where necessary. Settling in activities Learning the language relating to the school day and routines – Good morning/afternoon, would you like milk or water/what fruit would you like for snack etc. Putting on our “listening ears.” Rules for contributing to a class/group discussion Polite words and phrases</p>	<p>Prepositions/pronouns and time language Extending phrases/adding adjectives etc. Using new vocabulary in extended phrases and sometimes complete, simple sentences. Talk about familiar and new stories Joining in repeated phrases and using different voices for characters Talking to unfamiliar people – visitors</p>	<p>Prepositions/pronouns and time language “Thumbs up” sentences modelled Sentence starters provided Talking about own experiences – how I spent Christmas etc. Following more complex instructions Be supported to explain – why do we need to re-cycle etc.</p>	<p>Prepositions/pronouns and time language Be confident to use new vocabulary Talk about healthy living and eating – explaining reasoning</p>	<p>Answering open questions Continue to develop vocabulary, including topic specific vocabulary – odd/even, freezing/melting etc. Re-telling and embellishing stories Paired discussions to innovate known stories Begin to compose own stories, often drawing from own experiences new learning</p>	<p>Answering and begin to ask open questions Following two- and three-part instructions Responding appropriately to who, what, where, why questions Express opinions and viewpoints and listen to those of others</p>

## PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Children's personal, social and emotional development is essential for children to be able to 'live live in all its fullness'. We nurture relationships and bonds with the children and their families ensuring a partnership in learning. Children will be supported to understand their own feelings and those of others using the 'Zones of Regulation' model. Children will develop resilience, a strong sense of self, independence and confidence through adult modelling and guidance. Children will learn how to look after themselves physically and emotionally including building friendship and navigating social situations.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YN- All about me! (Civilisations )	YN- People who help us (Civilisations)	YN- Reduce,Reuse,Recycle (Sustainability)	YN- Healthy me! (Sustainability)	YN-Amazing animals (Different and equal)	YN- Going on a journey (Different and equal)
<p><b>INTENT:</b> Children will select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. They will develop their sense of responsibility and membership of their Nursery community, increasingly following the rules, understanding why they are important. Remember rules without needing an adult to remind them. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Begin to find solutions to conflicts and rivalries including talking with others. They will talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' (zones of regulation) and understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing</p>					
Develop understanding of belonging, learning routines and separating from parent/carer. (YN)- new starters. Play alongside and with others. Understanding how themselves and others are feeling (ZOR). Developing class rules together including respecting resources and equipment and Resolving conflicts peaceably. Meeting own goals. Building relationships with peers/adults and Key Workers. Importance of brushing teeth.	Develop understanding of belonging, learning routines and separating from parent/carer. Play alongside and with others. Understanding how themselves and others are feeling (ZOR). Developing class rules together including respecting resources and equipment and Resolving conflicts peaceably. Meeting own goals. Building relationships with peers/adults and Key Workers. Importance of brushing teeth.	Increasingly follow rules, understanding why they are important. Start to go to weekly assemblies-show more confidence in new situations. Talking about feelings. Becoming more independent in meeting their own care needs. Caring for our world- What can we do? How does it make you feel to Reduce,reuse,recycle? Resolve conflicts with the support of adult.	Play alongside and with others. Understanding how themselves and others are feeling (ZOR). Meeting own goals. Continuing to build relationships with peers/adults. Show more confidence in new situations. Learn to look after their bodies through healthy foods and drinks. Resolve conflicts with the support of adult.	Established children - Remembering the rules without needing an adult to remind them. Make healthy choices about food, drink, activity and toothbrushing. Begin to resolve conflicts without adult help. Understand how others may be feeling. <b>Develop understanding of belonging (YN) learning routines and separating from parent/carer. (YN)- new starters</b>	Taking part in sports day - winning and losing. Transition to YR- celebrating achievements, discussing worries. Showing more confidence - in setting and beyond. Confident to talk about their homes, families and experiences and being considerate to each other's experiences and opinions.

		(YN) New starters- separates from parent/carer, learning new routines. Develop understanding of belonging.			
<b>YR Getting to know you (Civilisations)</b>	<b>YR People who help us (Civilisations)</b>	<b>YR Caring for our world (Sustainability)</b>	<b>YR Caring for myself (Sustainability)</b>	<b>YR Same and different (Different and Equal)</b>	<b>YR Moving on (Different and Equal)</b>

**INTENT:** Children will build constructive and respectful relationships and see themselves as valuable individuals. Children will identify and moderate their own feelings socially and emotionally. They will express their feelings and consider the feelings and perspectives of others. They will show resilience and perseverance in the face of challenge. Children will know and talk about the different factors that support their overall health and well-being, including exercise, healthy eating, tooth brushing and personal hygiene, limiting screen time, having a good sleep routine and staying safe when out and about.

Settling into our new class/getting used to a full day in school. Stories/activities in key groups. Discuss the importance of class rules and how to take care of ourselves, each other, and our environment. Finding out about being safe as pedestrians – Supercat (twinkl) Hygiene routines – when and how to wash hands. Looking at the school lunch menu/talking about what a “good” lunchbox looks like.	Putting on warmer clothes as the weather grows colder – zips, gloves and shoes/boots (on the right feet) Taking turns and agreeing rules for fairness Resolving conflicts with/without adult support	Getting ready for PE and back again Team games – working as part of a team and being a “good sport” Thinking about emotions – our own and others’	How to live a healthy lifestyle Staying hydrated and recognising when we are thirsty Looking at food groups and thinking about a balanced diet How to brush teeth properly	Screen time – what devices do we use and what is too much? Begin to use more complex language to explain/examine our feelings How to play safely in the sun	Getting ready for Year One Sharing memories of Early Years and excitement/concerns about Year One (Child’s voice in annual reports) Enjoying Sports Day – own achievements and those of others
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## PHYSICAL DEVELOPMENT

Physical development is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. We will provide activities, resources and experiences to develop gross and fine motor skills. With opportunities for play both indoors and outdoors, we will support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Fine motor control will also be developed through continuous provision and adult focus activities, including small world activities, puzzles, arts and crafts and the practice of using small tools. This is all a pre-cursor to developing the skills for writing.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YN-All About Me! ( Civilisations)	YN-People who help us. ( Civilisations)	YN-Reduce, reuse, recycle (Sustainability)	YN- Healthy Me! (Sustainability)	YN- Amazing Animals ( Different and equal)	Y-Going on a journey ( Different and Equal)
<p><b>INTENT:</b> Children will continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills through a range of continuous provision opportunities and adult directed tasks. Through using the climbing frame and other apparatus children will climb and will match their developing physical skills to tasks and activities in the setting. Children will develop their balance to include being able to Skip, hop, stand on one leg and hold a pose. They will use large-muscle movements to wave flags and streamers, paint and make marks. Children will start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Fine motor skills such as using one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Children will be encouraged to become increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>					
<p>Pencil grip display - refer to, monitor and support as necessary. Encouraging Independence with toileting, dressing and eating. (snack times, getting ready for outside, routines). Funky Fingers activities. Jigsaw puzzles, Mark Making opportunities (various). Continue to develop movement, balancing, riding and ball skills. Clap and stamp to music. Begin to use one handed tools such a scissors.</p>	<p>Continue with pencil grip activities. Independence with personal skills, Funky Fingers as T1. Large muscle movement exercises-dancing with scarves, waving flags and streamers, chalking/painting on playground. Continue to progress with scissor skills. Climbing apparatus to 'rescue ', balance across a 'burning' building, 'drive' emergency vehicles around outdoor area.</p>	<p>Continue with pencil grip and Squiggle, Independence with personal skills, Funky Fingers as T1. Making &amp; cutting sandwiches (use dough cutters too). Negotiates space successfully both outdoors and indoors. Play games like Simon says, freeze dance for balancing , holding a pose. Can use cutlery independently. Importance of oral hygiene</p>	<p>Continue with pencil grip . Independence with personal skills, Funky Fingers as T1. Negotiating space successfully in outdoor and indoor area. Making healthy food and drink choices. Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>Continue with pencil grip activities. Independence with personal skills, Funky Fingers as T1. Name writing focus. Digging and planting seeds and flowerpots/beds Play parachute games to develop large muscle movements. Choosing resources that match their developing needs. Moving equipment around in a safe way. Importance of oral hygiene</p>	<p>Uses a comfortable grip with good control when holding pens and pencils. Preference for a dominant hand Continue with pencil grip activities. Independence with personal skills, Funky Fingers as T1. Games/races – sports day, balance and co-ordination focus. Name writing focus. Cutting fruits &amp; vegetables- using tool with control and safely.</p>

Beginning to develop a preference for a dominant hand Importance of Oral hygiene	Importance of Oral hygiene		Beginning to form some letters of their name. Importance of oral hygiene		Importance of oral hygiene.
<b>YR Getting to know you (Civilisations)</b>	<b>YR People who help us (Civilisations)</b>	<b>YR Caring for our world (Sustainability)</b>	<b>YR Caring for myself (Sustainability)</b>	<b>YR Same and different (Different and Equal)</b>	<b>YR Moving on (Different and Equal)</b>
<p><b>INTENT:</b> Children will develop their overall body strength, co-ordination, balance and agility, and will progress towards a more fluent style of moving with developing control and grace. Throughout continuous provision and adult directed tasks children will develop fine motor skills so that t Outdoor activities – climbing, balancing, moving in different ways hey can use a range of tools competently, safely and confidently. When writing children will be able to develop their core muscle strength to achieve a good posture and pencil grip.,therefore developing the foundations of a handwriting style which is fast, accurate and efficient. Children will confidently and safely use a range of large and small apparatus, inside and out, alone and in a group including ball skills – throwing, catching, kicking, passing, batting, and aiming.</p>					
Developing pencil grip – tripod in almost all cases Ensure each child has a dominant hand Identify children needing targeted fine motor/core strength support Dough disco etc. for identifies children	Outdoor activities – climbing, balancing, moving in different ways  Christmas wrapping and junk modelling – using scissors, tape etc.	Outdoor activities – climbing, balancing, moving in different ways  PE in the hall – dance Warming up and stretching  Handwriting practice	Outdoor activities – climbing, balancing, moving in different ways  PE in the hall – gymnastics  Handwriting practice	Outdoor activities – climbing, balancing, moving in different ways  PE in the hall – ball skills	Outdoor activities – climbing, balancing, moving in different ways  PE in the hall or outside – getting ready for Sports Day  Time on the “big” playground

## LITERACY - WRITING

Children will be given opportunities to write during their own play in many different contexts. A high value is given to mark making from the very beginning of Early Years with children being provided with a variety of opportunities and experiences in which to make marks. Children will be taught how to form letters correctly and how to hold a pencil effectively. Through daily phonics teaching children will learn how to write the sounds in words, building up to writing a narrative. A rich literary diet will ensure children have the ideas and structure needed to write a variety of genres including stories, non-fictions, label lists and poems.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YN All About Me! ( Civilisations)	YN- People who help us ( civilisations)	YN- Reduce, reuse, recycle. ( Sustainability)	YN- Healthy me! ( Sustainability)	YN- Amazing Animals ( Different and Equal)	YN- Going on a journey. ( Different and equal)
<p><b>INTENT:</b> Children will use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Children will learn to write their name by the end of the Nursery year. They will write some letters accurately.</p>					
<p>Clipboards. Variety of paper and notebooks. Name writing - overwrite and copy write. Chalk mark making outdoors. Mark making in sand and other malleable resources with sticks/feathers/etc. Adult to show children print on displays, posters, books and magazines. Display children's names in the classroom. Model writing their name on pictures/models etc. Making marks on IWB</p>	<p>Writing messages in Christmas cards. Posting cards in Christmas post box. Add a variety of paper, cardboard, whiteboards, chalkboards to mark make/write. Name writing - overwrite and copy write. Chalk mark making outdoors. Mark making in sand and other malleable resources with sticks/feathers/etc. Put letter moulds in sand tray/magnetic letters to fish. Display children's names in the classroom. Model</p>	<p>Shopping lists for ingredients/groceries. Winter checklist/bird watching checklist to tick off Name writing - overwrite and copy write &amp; transition to write from memory. Adding names next to models on Model Table. Chalk mark making outdoors. Mark making in sand with sticks/feathers/etc. Continue to show children print in different forms. Model writing continuously with the children. Enjoys drawing freely and independently. Making marks/drawing writing name on IWB</p>	<p>Make a healthy food shopping list. Write message and name in Mother's Day cards and Easter Cards. Mark making outdoors-checklists. Large whiteboard and chalk boards. Making marks/drawing/writing name on IWB. Can read name and attempt to write it independently. Model writing continuously with the children. Enjoys drawing freely and independently. Making marks/drawing writing name on IWB</p>	<p>Writing messages in Father's Day cards. Letters sounds, vc, cvc words for those beginning phase 2. Making labels for plants and signs to keep plants safe. Name writing - write from memory with KW &amp; encourage practise at home. Adding names next to models on Model Table. Model writing continuously with the children. Enjoys drawing freely and independently. Making marks/drawing writing name on IWB</p>	<p>Lists of what to take on a journey Lists for a healthy lunchbox. Letters sounds, vc, cvc words for those beginning phase 2.  Chalk/water/whiteboard mark making outdoors. Mark making in sand and other resources with sticks/feathers/etc. Name writing - write from memory &amp; encourage practise at home. Adding names next to models on Model Table. Model writing continuously with the children. Enjoys drawing freely and independently.</p>

	writing their name on pictures/models etc. Making marks on IWB				Making marks/drawing writing name on IWB
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YR Getting to know you (Civilisations)	YR People who help us (Civilisations)	YR Caring for our world (Sustainability)	YR Caring for myself (Sustainability)	YR Same and different (Different and Equal)	YR Moving on (Different and Equal)
<b>INTENT:</b> Children will write short sentences with known sound-letter correspondence using a capital letter and a full stop. Children will spell words by identifying the sounds and then writing the sound with letter/s and re-read what they have written to check that it makes sense.					
Continue to work on a developing tripod grip, using a range of implements Giving meanings to marks that they make Writing recognisable letter shapes Begin to write the initial letter sound in simple labels Writing name tags for birthday display (Update term by term)	Develop upper arm strength Begin to write CVC words with varying levels of support Writing lists and labels, supported with letter formation Letters to Santa Christmas cards	Writing captions with support Label items for recycling Completing pre-prepared sentences with final word or phrase	Label healthy foods, fruit and veg etc. using phonic knowledge Mother's Day cards Easter cards Using tricky and high frequency words Writing simple sentences with support using digraphs	Father's Day cards Eid cards Write innovated sentences about stories shared in class Increasingly separate words with finger spaces.	Write simple sentence with increasing independence, using capital letters where needed In key groups, collaborate on a letter to Year One teacher

## LITERACY - READING

We will immerse children in rich and diverse texts and aim for all children to develop a life-long love of reading. Adults will share their own passion for reading with the children, modelling a love and care for books and regularly sharing stories, poems, non-fiction texts and rhymes. Children will also be taught synthetic phonics to enable them to decode and read words and later sentences. These skills will be developed through adult led activities and carefully planned continuous provision.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>YN- All about me! (Civilisations)</b>	<b>YN-People who help us (Civilisations)</b>	<b>YN- Reduce, reuse, recycle (Sustainability)</b>	<b>YN- Healthy Me! (Sustainability)</b>	<b>YN- Amazing animals (Different and Equal)</b>	<b>YN- Going on a journey (Different and Equal)</b>
<p><b>INTENT:</b> Children understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing. Children will develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound. (Phase 1 phonics, Letters and Sounds) They will engage in extended conversations about stories, learning new vocabulary</p>					
<p>Daily story, rhymes, and discussions. Phase 1 Phonics (small groups and in environment/provision). Aspect 1 and 2- General sound discrimination- environmental and instrumental sounds</p> <p>Dialogic Book Talk.</p>	<p>Daily story, rhymes and discussion. Phase 1 Phonics (small groups and in environment/provision). Aspect 1 and 2- environmental and instrumental sounds.</p> <p>Dialogic Book Talk.</p>	<p>Daily story, rhymes and discussion. Phase 1 Phonics (small groups and in environment/provision). Aspects 1,2,3- Body percussion. Dialogic Book Talk.</p>	<p>Daily story rhyme and discussion. Phase 1 Phonics (small groups and in environment/provision). Aspects 3 and 4 Body percussion and rhyme and rhythm Dialogic Book Talk.</p> <p>Alliteration and voice sounds</p>	<p>Daily story, rhymes and discussion. Phase 1 Phonics (small groups and in environment/provision). Aspect 7 Oral blending Phase 2 - for children that are secure in phase 1. Alliteration and voice sounds Dialogic Book Talk.</p>	<p>Daily story, rhyme and discussion. Phase 1 Phonics (small groups and in environment/provision). Alliteration and voice sounds Aspect 7 Oral Blending Phase 2 - for children that are secure in phase 1. Dialogic Book Talk.</p>
<b>YR Getting to know you (Civilisations)</b>	<b>YR People who help us (Civilisations)</b>	<b>YR Caring for our world (Sustainability)</b>	<b>YR Caring for myself (Sustainability)</b>	<b>YR Same and different (Different and Equal)</b>	<b>YR Moving on (Different and Equal)</b>
<p><b>INTENT:</b> Children will read individual letters by saying the sounds for them and blending them into words. They will read digraphs and trigraphs and words that contain these. Children will read some common exception words. There will then be 3 x guided reading sessions a week (Decoding/prosody and comprehension)</p> <p>Children will be able to read simple phrases and sentences made up of words with known letter – sound correspondences. Children’s reading books will be matched to their current phonic knowledge to build up confidence in word reading and fluency. To support the children’s enjoyment of reading as a pleasurable as well as essential skill, children will also take home books to share at home (not matched to phonic attainment).</p>					

<p><b>Little Wandle Autumn 1</b>          Dialogic book talk          3xguided reading          (Decoding/prosody and          comprehension)          Daily story and sharing          stories inside and out</p>	<p><b>Little Wandle Autumn 2</b>          Dialogic book talk          3xguided reading          (Decoding/prosody and          comprehension)          Daily story and sharing          stories inside and out</p>	<p><b>Little Wandle Spring 1</b>          3xguided reading          (Decoding/prosody and          comprehension)          Daily story and sharing          stories inside and out</p>	<p><b>Little Wandle Spring 2</b>          3xguided reading          (Decoding/prosody and          comprehension)          Daily story and sharing          stories inside and out</p>	<p><b>Little Wandle Summer 1</b>          3xguided reading          (Decoding/prosody and          comprehension)          Daily story and sharing          stories inside and out</p>	<p><b>Little Wandle Summer 2</b>          3xguided reading          (Decoding/prosody and          comprehension)          Daily story and sharing          stories inside and out</p>
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## EXPRESSIVE ART AND DESIGN

Children will have a variety of opportunities to develop their imagination and creativity by experimenting and playing with a wide range of media and materials. By looking and at the work of a range of artists and process children will develop an understanding of art and artists. Children will have role-play modelled and adults with play alongside and engage in narrative, enabling children to develop their vocabulary and storytelling. Singing and rhymes are in built into daily routines and a great importance is given to singing for pleasure and performing both inside and outside.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>YN All about Me! (Civilisations)</b>	<b>YN People Who Help Us (Civilisations)</b>	<b>YN Reduce.reuse.recycle! (Sustainability)</b>	<b>YN Healthy Me! (Sustainability)</b>	<b>YN Amazing Animals (Different &amp;Equal)</b>	<b>YN-Going on a journey. (Different and Equal)</b>
<p><b>INTENT:</b> Children will explore and join different materials freely, to develop their ideas about how to use them and what to make, expressing their own ideas. They will create closed shapes with continuous lines and begin to use these shapes to represent objects. Children will draw with increasing complexity and detail, such as representing a face with a circle and including details and will use drawing to represent ideas and emotions. They will explore colour and colour mixing. Children will partake in lots of musical activities and will Listen with increased attention to sounds. They will respond to what they have heard, expressing their thoughts and feelings. Children will remember and sing entire songs including matching pitch and tone of others. They will sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs and create their own songs or improvise a song around one they know. Children will play instruments with increasing control to express their feelings and ideas.</p>					
<p>Daily singing and rhymes. Role play - Home corner and linked to core stories &amp; other stories of childrens interests. Looking after the babies. Small World <b>Plasticine/print making Henri Matisse</b> <b>Plasticine Printmaking</b> equipment. Exploring paint and painting resources Construction resources- bricks-duplo,stickle bricks Autumn Playdough</p>	<p>People who help us role play. Hair salon, doctors,firefighters role play indoors and outdoors. Small World <b>Structures Suggestion: Famous landmarks (Cardboard Glue Materials for structures.)</b> Making Christmas cards. Daily singing and rhymes. Nativity songs Christmas Playdough Explore ways of mixing paint colours (Fireworks)</p>	<p><b>Collage Artist: Marcus Pfister (Rainbow Fish)</b>  Reduce reuse recycle song add movements. Explore musical instruments. Home corner add CNY resources. Small World area Daily singing and rhymes. Play on your instruments. (Link to phonics) Wiggle your scarf. (Linked to phonics) Reuse boxes and cartons. Use drawing to represent ideas like movement and loud noises.</p>	<p><b>Textiles-weaving fabric.</b> Mother's Day cards. Easter cards Role play - Home corner and linked to core stories &amp; other stories of chn. Interests. Small world area Painting healthy fruits and veg, printing with fruit and veg Painting Mummy. Role play - Home corner and linked to core stories &amp; other stories of chn. interests. Collage</p>	<p><b>Drawing: Drawing like a caveman</b> <b>Artisit: Judith Braun</b>  Fathers day cards  Explore different textures of materials and looking at patterns on different animals. Role play- Pet shop. And Jungle/rainforest café. Small world area Learning and singing animal songs, making movements large/small/loud/quiet movements.</p>	<p><b>Mechanisms Suggestion: Moving parts</b>  Make bunting for sports day using different ways of printing.  Making boats- what is the best material for a boat to float?  Paper aeroplanes- folding paper in different ways. Role play- Train station. Small world.</p>



					Where would you go on a magic train ride? Let's go shall we? Learning songs about different transport.
<b>YR Getting to know you (Civilisations)</b>	<b>YR People who help us (Civilisations)</b>	<b>YR Caring for our world (Sustainability)</b>	<b>YR Caring for myself (Sustainability)</b>	<b>YR Same and different (Different and Equal)</b>	<b>YR Moving on (Different and Equal)</b>
<p><b>INTENT:</b> Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. They will return to and build on their previous learning, refining ideas and developing their ideas to represent them. Children will create collaboratively, sharing ideas, resources and skills. They will listen attentively, move to, and talk about music, expressing their feelings and responses. Children will watch and talk about dance and performance art, expressing their feelings and responses. They will sing in a group or on their own, increasingly matching the pitch and following the melody. Children will develop storylines in their imaginative play.</p>					
<p>Daily singing and rhymes. Role play linked to topic inside and out <b>Printing with natural objects (maths link) and familiar items (play dough, sweets etc.)</b> <b>Singing repeating patterns</b> Colour mixing Visit from theatre company</p>	<p>Daily singing and rhymes. Role play linked to topic inside and out Leaf rubbing (pastels) Poppies for Remembrance Day Nativity performance Christmas crafts – decorations and cards <b>Structures - Junk art and bricks</b> <b>Sketching buildings</b></p>	<p>Daily singing and rhymes. Role play linked to topic inside and out Re-using our Christmas leftovers – wrapping and junk art <b>Healthy Eating collage</b> Coin and bark rubbing (wax crayons)</p>	<p>Daily singing and rhymes. Role play linked to topic inside and out Famous Artist: Van Gogh (Sunflower Day) <b>Collaborative weaving project</b> Cards for Mother's Day and Easter Be an audience for the Year3/4 Passion play Charranga</p>	<p>Daily singing and rhymes. Role play linked to topic inside and out Charranga Self portraits <b>Draw like a caveman (charcoals)</b> Famous Artist: Kandinsky Giraffes CAN Dance and so can we!</p>	<p>Daily singing and rhymes. Role play linked to topic inside and out Photo collage (transition project) <b>Mechanism with moving parts – pop up insect? Split pin person?</b> Famous Artist: Jackson Pollock Charranga Be an audience for the Year 5/6 production</p>



## UNDERSTANDING THE WORLD

At St Joseph's one of our strengths is our diverse community where we welcome and respect children and families from all over the world. We share and celebrate traditions, experiences, festivals and knowledge of different cultures and communities within our school and beyond. Children will have the opportunity to explore their physical environment through trips, experiences and visits. Children will also learn about animals and plants including life cycles and make daily observations on seasons/weather.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YN All about Me! (Civilisations)	YN People who help us! (Civilisations)	YN Reduce, reuse, recycle (Sustainability)	YN Healthy Me! (Sustainability)	YN Amazing animals (Different and Equal)	YN- Going on a journey. (Different and Equal)
<p><b>INTENT:</b> Children will use all their senses in hands-on exploration of natural materials and explore collections of materials with similar and/or different properties. They will talk about what they see, using a wide vocabulary. Children will begin to make sense of their own life-story and family's history and show interest in different occupations. They will explore how things work and explore and talk about different forces they can feel. They will talk about the differences between materials and changes they notice. Children will plant seeds and care for growing plants, understanding the key features of the life cycle of a plant and an animal. They will begin to understand the need to respect and care for the natural environment and all living things as well as continuing to develop positive attitudes about the differences between people. They will know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>					
<p>Daily routine- day, date, weather, prayers. Changes in the season- what's happening to the trees and flowers? Talk about own family and people who are important to them. IWB Birthday celebrations Exploring different materials/smells/malleable resources and using senses to explore.</p>	<p>Daily routine- day, date, weather, prayers. Celebrating Diwali, bonfire Night, Autumn celebrations. Remembrance Day Explores different occupations. IWB Birthday celebrations Autumn/Winter changes. Magnetic and non-magnetic</p>	<p>Daily routine- Day, date, weather, prayers. How can we look after our immediate environment, local community, wider community, and world? Recycling materials. Composting. Reusing materials. Looking after wildlife and birds in the garden. Winter/Spring- noticing changes in the weather. Binoculars IWB Birthday celebrations</p>	<p>Daily routine- Day, date, weather, prayers. Talk about what they see- using a wide range of vocabulary. Plans seeds and care for growing plants- looking after spring plants. Science- How do we grow? How do plants/flowers/vegetables grow. Magnifying glasses /Bug finders. IWB Birthday celebrations</p>	<p>Daily routine- Day, date, weather, prayers. Explore different animals and their homes. Jungle/Ocean/Savannah/Farm Matching animals to their young. Plant Beans Plant cress and salad veg.</p>	<p>Daily routine- Day, date, weather, prayers. Looking at other countries in the world - How would you travel to these countries? Consider cultural differences - food and setting. World maps &amp; atlases to observe. Play World Map Game and puzzles.</p>

YR Getting to know you (Civilisations)	YR People who help us (Civilisations)	YR Caring for our world (Sustainability)	YR Caring for myself (Sustainability)	YR Same and different (Different and Equal)	YR Moving on (Different and Equal)
<p><b>INTENT:</b> Children will talk about members of their own immediate family and community, describing people who are familiar to them. They will comment on images of familiar situations in the past and compare characters from stories, including figures from the past. Children will draw information from a simple map and understand that some places are special to members of their community. They will recognise that people have different beliefs and celebrate special times in different ways. Children will recognise some similarities between life in this country and life in other countries. They will explore the natural world and describe what they see, hear and feel outside. Children will recognise some environments that are different from their own. They will understand the effect of the changing seasons on the natural world around them.</p>					
<p>Day/date/season and weather What is happening in our garden? What animals can we see? How can we help them? Citizens of the World Week</p>	<p>Day/date/season and weather People who help us in the community (Visit from fire service) Celebrating Diwali Autumn Celebrations Advent traditions – Christingle etc. Getting ready for Christmas What clothes do we need as the weather gets colder? Hibernation Nocturnal and diurnal animals (Day Monkey, Night Monkey) STEM Week 1</p>	<p>Day/date/season and weather How did we celebrate Christmas? Snow and ice/freezing and melting Visit to incubating chicks – before and after hatching</p>	<p>Day/date/season and weather Planting seeds Signs of Spring Flower drawings and prints Healthy eating (including teeth) Observe Lent STEM Week 2</p>	<p>Day/date/season and weather Celebrate Easter Celebrate Eid Different sorts of families now and then (family photographs) Locating country of family origin on a world map Celebrating difference (Elmer) Signs of Summer</p>	<p>Day/date/season and weather Growing butterflies (revisit the lifecycle of the butterfly) Baby and adult animals Celebrating Sports Day Visit from a PSCO Visit/In-house experience</p>

## MATHS

Children will have a variety of opportunities to develop their mathematical thinking, explore maths in their play and have new concepts taught and modelled. Children will then be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. Children will develop their mathematical reasoning and vocabulary in all areas including shape, space and measures through a careful mixture of direct teaching, meaningful interaction and exposure to resources, models and manipulatives. We will develop a love for maths and number, investigating patterns, connections and sequencing with a confidence to support or challenge their understanding and that of their peers.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YN- All about Me! (Civilisations)	YN- People Who Help us (Civilisations)	YN- Reduce, Reuse, Recycle. (Sustainability)	YN- Healthy Me! (Sustainability)	YN- Amazing animals (Different and Equal)	YN- Going on a journey ( Different and Equal)
<p><b>INTENT:</b> The children will subitise up to 3 objects and recite numbers to at least 5, saying one number for each item in order: 1,2,3,4,5. Children will know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Children will show 'finger numbers' up to 5 and link numerals and amounts. They will experiment with their own symbols and marks as well as numeral and solve real world mathematical problems with numbers up to 5. Children will compare quantities using language: 'more than' and 'fewer than'. They will understand and use positional language and describe a familiar route. Children will select shapes appropriately in their play and combine shapes to make new ones. They will talk about and identify the patterns around them and extend and create ABAB patterns as well as notice and correct an error in a repeating pattern. Children will begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>					
<p>Exposure to number through number songs. Using mathematical vocabulary in everyday routines. Sorting items into colour groups. Parts of the body. Inset puzzles of shape and number. Exploring volume and capacity- sand and water. Number stories</p>	<p>Mosaic tiles (Large and small) Exploring Numicon. Introduction to number names and numerals. Christmas counting songs.  Using shapes to make Autumn displays and fireworks. Prepositional language Number rhymes and stories Sequencing a routine in three parts-first, next last</p>	<p>Sorting items into sets. Beginning to show fingers up to link numerals and amounts. Knows numbers that are significant to themselves- age, birthday, people in family. Beginning to represent numerals using marks. Number rhymes and stories Lift the flap books. E</p>	<p>Before, later, soon. Measuring- Science week.  Springtime prepositional language – Easter egg hunt Number rhymes and stories. Lift the flap books. Exploring 2D shapes Says one number for each item up to 5 1:1</p>	<p>Sorting animals into sets. How many animals are...? Beginning to subitise up to 3 and showing different ways to make 1,2,3. Sequencing a routine with four/five parts. Exploring 2d and 3d shapes. Says one number for each item up to 6</p>	<p>Children will compare quantities using more than and fewer than – 5/10 squares and transport counters.  Can subitise up to 5  Can show five in different ways using fingers. Summer counting songs. Recognises numerals 0-5.</p>

YR Getting to know you (Civilisations)	YR People who help us (Civilisations)	YR Caring for our world (Sustainability)	YR Caring for myself (Sustainability)	YR Same but different (Different and Equal)	YR Moving on (Different and Equal)
<p><b>INTENT:</b> Children will engage in whole class “Maths Mastery” sessions with accompanying PowerPoints. Weekly maths adult focus activities, maths resources and manipulatives inside and out during continuous provision. Planning will follow White Rose maths guidance, considering NCETM progression guidance. Planning will also reflect NCETM Numberblocks support materials and NRICH maths activities. Children will count objects, actions, and sounds beyond 10. They will subitise and link numerals with amounts, compare numbers and understand the “One more/one less” relationship between consecutive numbers. Children will have a secure understanding of the composition of numbers to ten, recalling all bonds to five and some to ten. They will select, rotate, and manipulate shapes to develop spatial reasoning skill, recognising that a shape can have other shapes within it or be used to make a new shape. Children will continue, copy and create repeating patterns and compare length, weight and capacity.</p>					
Routines and times of day Positional language Matching and sorting Comparing amounts Comparing size, mass, and capacity Simple patterns Subitising (to be ongoing)	Representing number Bigger/smaller How many? Numbers to 5 – counting on and back Who is 4? Who is 5? (birthdays) One more, one less 2d shapes/combining shapes First, next, last	Introducing zero Comparing numbers to 5 Composition of numbers to 5 Making pairs Subitising Combining two groups – how many altogether? Length and height Time language Comparing mass and capacity	Numbers to ten – counting, comparing and composition Odds and evens 3d shapes (and re-visit 2d shapes) More complex pattern	Numbers beyond 10 – counting, comparing and composition Number patterns Spatial reasoning and positional language Comparing and manipulating shapes	Consolidating key skills – subitising, counting, composition, sorting and matching, comparing and ordering Patterns and relationships (how many x to make a y?) Spatial reasoning Numbers beyond 20