

## Antarctica Class EYFS Long Term Plan 2023-2024

|  | Autumn 1  | Autumn 2   | Spring 1   | Spring 2  | Summer 1  | Summer 2   |
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| <b>Possible theme</b><br><br><i>These may be adapted at various points to allow for children's interests to flow through the provision</i> | Marvelous Me & the World I live in<br><br><i>(Friendships, transition, people who help us, family and local community)</i>  | Celebrations<br><br><i>(Harvest, Diwali, Hanukka, Christmas, Bonfire Night)</i>  | A journey in time.<br><i>(Space, dinosaurs, pirates, under the sea)</i>  |   | How does it grow?<br><i>(Living and growing)</i>  | How do we grow?<br><i>(Growth and Change) Terrific Tales (Traditional Tales)</i>                                       |
| <b>Focus Text(s)</b>   | The Colour Monster [goes to school] 2 week transition<br>Ruby's Worry<br>The colour of us<br>The Little Red Hen   | The Gruffalo's child<br>A Christmas story<br>Rama and Sita<br>The miracle of Hannukah<br>Shhh we have a plan   | Whatever next!<br>Astro Girl<br>How to catch a star<br>Little Books – Neil Armstrong   | Rainbow fish<br>Dinosaurs love underpants<br>Harry and the bucketful of dinosaurs   | Handa's surprise<br>Supertato<br>Oliver's vegetables.   | The gingerbread man<br>The 3 Billy goats gruff<br>The tortoise and the hare  |
| <b>Optional satellite Text(s)</b>  | Owl Babies<br>Stick Man<br>The Rainbow fish<br>The Big Book of Families<br>Pete the Cat.  | The Nativity<br>Letters to Father Christmas<br>Eid<br>Supertato carnivals  | The Skies above my Eyes<br>The Man on the Moon<br>Aliens love underpants<br>You Can't Eat a Princess<br>Toys in space<br>The great Space Map | Stomp, dinosaur stomp!<br>T-Rex who lost his specs.<br>The dinosaur who lost her voice<br>Dinosaur bones  | It starts with a seed.<br>The enormous potato.<br>Jack and Beanstalk<br>The Little Gardener<br>Bonkers about Beetroot   | Snail Trail<br>Superworm<br>The diary of a fly<br>The growing story<br>The dot<br>Dandy Lion                           |
| <b>'Wow' Moments / opportunities</b>   | Autumn Trail<br>Remembrance Day<br>Nurse/ Police/ Firefighter visit<br>Harvest time<br>Birthdays<br>Favourite songs<br>Talent Show<br>What do I want to be when I grow up? Video for parents  | Guy Fawkes/ Bonfire Night/ Christmas/ Nativity<br>Diwali<br>Hanukah<br>Remembrance Day<br>Black history Month<br>World Space Week<br>Stories by the fireside<br>Anti-Bullying Week | Chinese New Year<br>Lent<br>Random Acts of Kindness Week<br>Valentines Day<br>Planetarium Visit/ Virtual Experience<br>Space Cadet Training  | Walk to the Park/ picnic<br>Planting Seeds<br>Easter<br>Weather experiments<br>nature scavenger hunt<br>Mothers Day<br>Queen's birthday<br>Easter Bonnet Parade<br>Polytunnel Growing<br>Frogspawn/ butterflies | Posting a letter<br>Map work – finding treasure<br>Roar! Dinosaur Adventure<br>Park trip<br>Start of Ramadan<br>Eif<br>D-day<br>Dinosaur Eggs<br>Fossil hunt and creation | Father's Day<br>Healthy Eating Week<br>Transitions<br>End of term experience<br>How I've grown<br>production and video |
| <b>Personal, Social and Emotional Development</b>  | Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b> . Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b> . Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b> , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b> . |  |  |   |   |  |

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| <b>Managing Self – Self Regulation</b> | Who's in our class?<br>Transitions.<br>Discussion on feelings.<br>Classroom routines & rules.<br>Making friendships.<br>Dreams and Goals  | Getting on and falling out.<br>How to deal with anger and emotions.<br>Developing confidence to try new things.<br>Encourage children to explain to others how they thought about a problem or emotion and how they dealt with it.   | Going for goals.<br>Good to be me feelings.<br>Celebrating differences.<br>Explore how they and others may feel in varying situations.<br>Becoming independent<br>NSPCC – PANTS<br>School Values  | How to deal with different feelings in the classroom.<br>What makes a good friend?<br>Looking after our planet.<br>Giving strategies to remain calm in challenging or new situations.<br>Dealing with situations independently.<br>School Values   | Working in groups independently.<br>Look after others.<br>Friendships.<br>Dreams and goals.<br>Show resilience and perseverance in the face of challenge. Confidently sharing ideas in class.<br>School values.  | Changes and Transitions to year 1.<br>Taking part in sports day – winning and losing.<br>Look how far I've come!<br>School values.   |
| <b>Physical Development</b>            | Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b> , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b> . |  |   |  |  |  |
|  | Managing own personal hygiene.<br>Whole class snack & lunch times.<br>Drawing lines and circles with gross motor movements.<br>Hold pencil/ paintbrush beyond whole hand grasp<br>Develop pencil grip<br>Safe gross motor movements.<br>PE: Real PE<br>Threading, cutting, weaving<br>Cooperation games<br>Climbing   | PE: Real PE<br><br>Fine motor: Pencil control/ letter writing.<br>Drawing.<br>Gross motor: air writing.<br>Threading, cutting, weaving<br>Develop muscle tone to put pencil pressure on paper<br>Use tools to effect changes to materials<br>Show preference to dominant hand<br>Teach and model correct letter formation.<br><br>Managing own personal hygiene. | PE: Real PE<br><br>Fine motor letter formation/ pencil control.<br><br>Threading, cutting, weaving, playdough, Fine Motor activities.<br>Begin to form letters correctly<br>Handle tools, objects, construction and malleable materials with increasing control<br>Encourage children to draw freely.<br>Holding Small Items / Button Clothing / Cutting with Scissors<br><br>Oral Health | PE: Real PE<br><br>Fine motor pencil control, writing CVC/ CVCC words.<br><br>Recording learning during focussed tasks.<br><br>Handwriting practise cont.<br>Threading, cutting, weaving, playdough, Fine Motor activities.<br>Hold pencil effectively with comfortable grip<br>Forms recognisable letters most correctly formed<br>Explore the importance of a healthy life style | PE: Real PE<br><br>Fine motor pencil control, writing sentences.<br><br>Recording learning during focussed tasks.<br><br>Handwriting practise cont.<br>Threading, cutting, weaving, playdough, Fine Motor activities.<br>Develop pencil grip and letter formation continually<br>Use one hand consistently for fine motor tasks<br>Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross<br>Obstacles | PE: Real PE<br>Sports day practise & ball skills.<br><br>Fine motor pencil control, writing sentences.<br><br>Recording learning during focussed tasks.<br><br>Handwriting practise cont.<br>Threading, cutting, weaving, playdough, Fine Motor activities.<br>Form letters correctly<br>Copy a square<br>Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture<br>Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego |

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| <p><b>Communication and Language</b></p> | <p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. A <b>language- rich</b> environment is need to enhance and encourage the quality conversations children have with adults and peers through the day. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary</b> and <b>language structures</b>.</p> |  |   |   |   |   |
|  | <p>Daily circle time: rules, routines, listening games, circle games.<br/> <b>Welcome to EYFS</b><br/> Settling in activities<br/> Making friends<br/> Children talking about experiences that are familiar to them<br/> What are your passions / goals / dreams?<br/> This is me!<br/> Rhyming and alliteration<br/> Familiar Print<br/> Sharing facts about me!<br/> Mood Monsters Shared stories<br/> All about me!<br/> Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”</p>  | <p>Daily stories.<br/> S&amp;L focus games.<br/> <b>Tell me a story!</b><br/> Settling in activities<br/> Develop vocabulary<br/> Discovering Passions<br/> Tell me a story - retelling stories<br/> Story language<br/> Word hunts<br/> Listening and responding to stories<br/> Following instructions<br/> Takes part in discussion<br/> Understand how to listen carefully and why listening is important.<br/> Use new vocabulary through the day.<br/> Choose books that will develop their vocabulary</p> | <p>Daily stories.<br/> S&amp;L focus games.<br/> <b>Tell me why!</b><br/> Using language well<br/> Ask’s how and why questions...<br/> Discovering Passions<br/> Retell a story with story language<br/> Story invention – talk it!<br/> Ask questions to find out more and to check they understand what has been said to them.<br/> Describe events in some detail.<br/> Listen to and talk about stories to build familiarity and understanding.<br/> Learn rhymes, poems and songs.</p> | <p>Daily stories.<br/> Listen and respond effectively; asking appropriate questions.<br/> Using past, present and future forms in speech.<br/> <b>Talk it through!</b><br/> Settling in activities<br/> Describe events in detail – time connectives<br/> Discovering Passions<br/> Understand how to listen carefully and why listening is important.<br/> Use picture cue cards to talk about an object:<br/> “What colour is it? Where would you find it?<br/> Sustained focus when listening to a story</p> | <p>Daily stories.<br/> Using past, present and future forms in speech.<br/> Answer ‘how’ and ‘why’ questions.<br/> <b>What happened?</b><br/> Settling in activities<br/> Discovering Passions<br/> Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</p> | <p>Daily stories.<br/> Connecting ideas to create own spoken narrative.<br/> <b>Time to share!</b><br/> Show and tell<br/> Weekend news<br/> Discovering Passions<br/> Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures.</p> |
| <p><b>Literacy</b></p>                   | <p>It is crucial for children to develop a <b>life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b>. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy recognition of familiar printed words</b>. Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>   |  |   |   |   |   |
|  | <p>Recognising [then writing] own name.<br/> Fine motor practise to develop pencil grip.<br/> Giving meaning to the marks we make.<br/> Individual readers: how to hold the book correctly, sharing picture books.</p>  | <p>Writing own name.<br/> Sequence pictures from familiar stories.<br/> Nativity story.<br/> Character description.<br/> Individual readers: introduce scheme books.<br/> Retell stories related to events through</p>   | <p>Writing CVC words.<br/> Making up stories with themselves as the main character – Using Tales Toolkit strategy.<br/> Encourage children to record stories through picture drawing/mark making for LAPs.</p>  | <p>Writing CVC/CVCC words.<br/> Supported sentence writing: what does a sentence need?<br/> Information leaflets about the garden/plants and growing.<br/> Re-read books to build up their confidence in word reading, their fluency and</p>  | <p>Writing short sentences (phonetically plausible).<br/> Use non-fiction books to find answers to our questions.<br/> Retell a story with actions and / or picture prompts as part of a group - Use story language when</p>  | <p>Writing sentences independently using classroom resources for support.<br/> Can draw pictures of characters/ event / setting in a story<br/> Listen to stories, accurately anticipating key events &amp; respond to</p>  |

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|                | <p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. 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</p> <p>Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p> | <p>acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories.</p> <p>Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end.</p> <p>Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. Enjoys an increasing range of books</p> | <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Make the books available for children to share at school and at home.</p>   | <p>their understanding and enjoyment. World Book Day Timeline of how plants grow. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events</p>   | <p>acting out a narrative. Rhyming words. Parents reading stories Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p>   | <p>what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories</p> |
| <b>Phonics</b> | <p><b>Phonic Sounds:</b> RWI Set 1 whole class</p> <p><b>Reading:</b> Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier</p> <p>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>  | <p><b>Phonic Sounds:</b> RWI Differentiated groups</p> <p><b>Reading:</b> Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as ‘the’ and ‘said’, help children identify the sound that is tricky to spell.</p>   | <p><b>Phonic Sounds:</b> RWI Differentiated groups / Ditties</p> <p><b>Reading:</b> Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’.</p> | <p><b>Phonic Sounds:</b> RWI Differentiated groups</p> <p><b>Reading:</b> Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.</p> <p>Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’.</p> | <p><b>Phonic Sounds:</b> RWI Differentiated groups:</p> <p><b>Reading:</b> Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p> <p>Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were</p> | <p><b>Phonic Sounds:</b> RWI Differentiated groups</p> <p><b>Reading:</b> Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff</p>   |

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| <div>Mathematics</div> <div>Number</div> <div>Measure, shape and Spatial thinking.</div> <div>White Rose Hub S.O.L</div> | Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b> , develop a deep understanding of the <b>numbers to 10</b> , the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b> , including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b> , look for <b>patterns and relationships</b> , spot <b>connections</b> , ‘ <b>have a go</b> ’, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes. |  |   |  |   |   |
|  | <div>Early Mathematical Experiences</div> <div>Counting rhymes and songs</div> <div>Classifying objects based on one attribute</div> <div>•Matching equal and unequal sets</div> <div>•Comparing objects and sets.</div> <div>Subitising.</div> <div>•Ordering objects and sets / introduce manipulatives.</div> <div>Number recognition. 2D Shapes.</div> <div>Pattern and early number</div> <div>Recognise, describe, copy and extend colour and size patterns</div> <div>•Count and represent the numbers 1 to 3</div> <div>•Estimate and check by counting. Recognise numbers in the environment.</div> <div>A number a week.</div>   | <div>Numbers within 6</div> <div>Count up to six objects.</div> <div>•One more or one fewer</div> <div>•Order numbers 1 – 6</div> <div>•Conservation of numbers within six</div> <div>Addition and subtraction within 6</div> <div>Explore zero</div> <div>•Explore addition and subtraction</div> <div>Measures</div> <div>Estimate, order compare, discuss and explore capacity, weight and lengths</div> <div>Shape and sorting</div> <div>Describe, and sort 2-D &amp; 3-D shapes</div> <div>•Describe position accurately</div> <div>Calendar and time</div> <div>Days of the week, seasons</div> <div>•Sequence daily events</div> | <div>Numbers within 10</div> <div>Count up to ten objects</div> <div>•Represent, order and explore numbers to ten</div> <div>•One more or fewer, one greater or less</div> <div>Addition and subtraction within 10</div> <div>Explore addition as counting on and subtraction as taking away</div> <div>Numbers within 15</div> <div>Count up to 15 objects and recognise different representations</div> <div>•Order and explore numbers to 15</div> <div>•One more or fewer</div> | <div>Grouping and sharing</div> <div>Counting and sharing in equal groups</div> <div>•Grouping into fives and tens</div> <div>•Relationship between grouping and sharing</div> <div>Numbers within 20</div> <div>Count up to 10 objects</div> <div>•Represent, order and explore numbers to 15</div> <div>•One more or fewer</div> <div>Doubling and halving</div> <div>Doubling and halving &amp; the relationship between them</div> | <div>Shape and pattern</div> <div>Describe and sort 2-D and 3-D shapes</div> <div>•Recognise, complete and create patterns</div> <div>Addition and subtraction within 20</div> <div>Commutativity</div> <div>•Explore addition and subtraction</div> <div>•Compare two amounts</div> <div>•Relationship between doubling and halving</div> <div>Money</div> <div>Coin recognition and values</div> <div>•Combinations to total 20p</div> <div>•Change from 10p</div> <div>Measures</div> <div>Describe capacities</div> <div>•Compare volumes</div> <div>•Compare weights</div> <div>•Estimate, compare and order lengths</div> | <div>Depth of numbers within 20</div> <div>Explore numbers and strategies</div> <div>•Recognise and extend patterns</div> <div>•Apply number, shape and measures knowledge</div> <div>•Count forwards and backwards</div> <div>Numbers beyond 20</div> <div>One more one less</div> <div>•Estimate and count</div> <div>•Grouping and sharing</div> |
| <div>Understanding the World</div> <div>Religious Education / Festivals</div>  | Understanding the world involves guiding children to <b>make sense of their physical world and their community</b> . The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.  |  |   |  |   |   |
|  | <div>Introducing ICT; Ipads, IWB screen.</div> <div>Noticing seasonal changes.</div> <div>Identifying their families</div>   | <div>Taking photos to capture learning.</div> <div>Noticing seasonal changes.</div> <div>Talk about what they have done with their</div>   | <div>Beebots/ programming.</div> <div>Noticing seasonal changes.</div> <div>Listening to stories and placing events in chronological order</div>  | <div>Noticing seasonal changes.</div> <div>Trip to the local park to observe and notice change</div> <div>Change in living things</div> <div>Build a bug hotel</div>   | <div>Noticing seasonal changes.</div> <div>The periods of the dinosaur existence</div> <div>Where did the dinosaurs go?</div> <div>Fossils</div>  | <div>Noticing seasonal changes.</div> <div>Long ago – how have we changed over time</div> <div>Non-fiction texts</div> <div>Floating and Sinking</div> <div>Where does time go?</div>   |

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|  | <p>Make comparisons between their family and others</p> <p>Explore the roles of people who helps us</p> <p>Harvest / Creation.</p> <p>Rosh Hashanah</p> <p>Yom Kippur</p> <p>Sukkot</p> <p>All Saints Day</p>   | <p>families on past Christmases</p> <p>Explore children around the world</p> <p>Different cultural versions of traditional tales</p> <p>Stranger danger</p> <p>The Nativity</p> <p>Diwali</p> <p>Hannukah</p> <p>Christmas</p>  | <p>Who was Neil Armstrong?</p> <p>Nasa and American space</p> <p>The solar systems</p> <p>Planets</p> <p>What is it like in space?</p> <p>Epiphany</p> <p>Ash Wednesday / Shrove Tuesday</p> <p>St David's Day</p> <p>Shivaratri</p> <p>Religious Symbols</p>   | <p>Explore the environment using senses</p> <p>Comment and explore on the weather and climate</p> <p>Weather station</p> <p>Holi</p> <p>Palm Sunday</p> <p>Passover</p> <p>Easter</p> <p>Start of Ramadan</p> <p>New Beginnings</p>   | <p>Categorising dinosaurs</p> <p>Creating a timeline of dinosaurs</p> <p>What is the job of a palaeontologist?</p> <p>Eid</p> <p>Shavuot</p> <p>What happens in a Church &amp; a Synagogue.</p>  | <p>Changes to our body's overtime.</p> <p>Are we ready – Y1 transitions?</p> <p>Summer Solstice</p> <p>What do 'values' mean to me?</p>  |
| <p><b>Expressive Arts and Design</b></p> | <p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p> |   |   |   |  |  |
|  | <p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Julia Donaldson songs</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Superhero masks.</p>   | <p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats</p> <p>Listen to music and make their own dances in response.</p> <p>Castle models</p> <p>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Party's and Celebrations Role Play of The Nativity</p> | <p>Printing and weaving.</p> <p>Collage, junk modelling rockets and planets.</p> <p>Design and make objects.</p> <p>Design and make objects they may need in space, thinking about form and function</p> <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>Shadow Puppets</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> | <p>Art in nature.</p> <p>Dinosaur dancing and movements.</p> <p>Make different textures; make patterns using different colours</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers</p> <p>Mother's Day crafts</p> <p>Easter crafts Home Corner role play</p> <p>Artwork themed around Eric Carle / The Seasons – Art</p> <p>Provide a wide range of props for play which encourage imagination.</p> | <p>Still drawings and paintings.</p> <p>Learn a traditional African song and dance and perform it / Encourage children to create their own music.</p> <p>Junk modelling, houses, bridges boats and transport, dinosaurs and cavemen</p> <p>Exploration of other countries – dressing up in different costumes.</p> <p>Retelling familiar stories</p> <p>Provide children with a range of materials for children to construct</p> | <p>Water colour paintings.</p> <p>Clay models/ nature frames.</p> <p>Water pictures, collage, shading by adding black or white, colour mixing.</p> <p>Colour mixing –</p> <p>Father's Day Crafts</p> |

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| <b>Outdoor Learning</b><br><br><i>Weekly focus session.</i> | How to be safe outdoors.<br>Rules and Routines.<br>3-2-1 listening and recall games.<br><br>Harvest.<br><br>Listening walk.                     | Natural shapes.<br><br>Leaf investigation.<br><br>Natural Christmas decorations.                                     | The 'Big Schools' bird watch RSPB.<br><br>Tree observation.<br><br>Den building [space ships]. | Crafty Easter eggs with clay.<br><br>Preparing the flowerbed.<br><br>How do things go?<br><br>Planting seeds. | Preparing and maintaining the flower bed/ poly tunnel.<br><br>How do things grow?<br><br>Tree observation. | Plant diary.<br><br>Harvest.<br><br>Minibeasts.<br><br>Life cycle of a ladybird/ caterpillar. |
| <b>Assessment Opportunities</b>                             | In house baseline data on entry<br>NFER National Baseline data by end of week 3<br>Phonics intervention groups<br>S&L Groups<br>Tapestry set up | Ongoing assessments<br>Baseline analysis<br>Pupil Progress Meetings<br>Parents evening info.<br>Mid-term assessments | GLD predictions for EOY<br>Trust Moderation?   | Pupil Progress Meetings<br>Parents evening info?<br>Tapestry Data analysis<br>Mid term assessments            | Trust moderation   | Pupil progress meetings<br>EOY Data<br>EYP<br>EOY assessments                                 |

# EARLY LEARNING GOALS – FOR THE **END OF THE YEAR** - HOLISTIC / BEST FIT JUDGEMENT!

| COMMUNICATION AND LANGUAGE  | PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT  | PHYSICAL DEVELOPMENT   | LITERACY   | MATHS  | UNDERSTANDING THE WORLD   | EXPRESSIVE ARTS AND DESIGN  |
|---|--|--|--|--|---|---|
| <p><b>ELG: Listening, Attention and Understanding</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> | <p><b>ELG: Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;.</p> <p>Show sensitivity to their own and to others' needs.</p> | <p><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> | <p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> | <p><b>ELG: Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>ELG: Numerical Patterns</b></p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> | <p><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>ELG: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | <p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> |