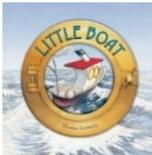


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Reception Long Term Plan 2025-2026

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Marvellous me 	Let's Celebrate 	Super Scientists 	Our Wonderful World 	Amazing Animals 	Delights of the sea 
Focus					
Understanding the World (History, Geography and PHSE)	Understanding the World (RE & Geography and History)	Understanding the World (Science)	Understanding the World (Science & Geography)	Understanding the World (Geography & Science)	Understanding the World (Science, Geography and History)
Significant Dates					
Harvest	Diwali Nursery Rhyme week Bonfire night Christmas	Chinese New Year Mental health week	World book day Science week Mothers Day Easter		Fathers Day
Trips, Visitors and Significant Events					
When I grow up I want to be... dressing up day	Nativity play Santa trip		Farm Park trip World Book Day dress up	Animal man to visit school Church Visit	Sports day Sealife Centre
Parental Engagement					
Phonics workshop for parents Harvest assembly	Stay and Share sessions Christmas Nativity Parents evening	Stay and Share sessions	World book day Book and a biscuit	Parent's evening	Stay and Share to support bookmark making

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Key Texts					
Key Texts The Colour Monster Elmer – Science Talk Significant Events/ Traditional Tale Harvest - Little Red Hen End of day texts Peepo You Choose Kippers birthday Blue Balloon Each Peach pear plum Dachy's Deaf – science talk Body parts Funny bones Little book of manners What makes me Monkey puzzle The Worrysaurus Ruby's worry	Key Texts Owl babies Gruffalo Traditional Tale Goldilocks and the Three Bears – Science Talk Significant events The story of Diwali The Christmas story/ Rama and Sita at Christmas End of the day texts Jolly postman Goodnight Moon Hovis the Hedgehog Peace at last Gruffalo's child – Science Talk Ilyas & Duck and the fantastic festival of Eid ul Fitr Stickman	Key Texts Whatever next Aliens Love Underpants Traditional Tale Ginger Bread Man Significant Events Chinese new year End of the day texts Look Up – Science Talk On the moon The way back home How to catch a star Astro Girl -Science Talk Alien tea on the planet zum zee Dr Xagle	Key Texts Hungry Caterpillar What the Ladybird Heard Traditional Tale Jack and the beanstalk Significant Events Easter story End of the day texts Rosie's Walk Shhhhhh Jaspers Beanstalk Oliver's vegetables Superworm Spinderella Mad about minibeasts	Key Texts Handa's Surprise Animal fact files Traditional Tale Three little Pigs – Science Talk End of the day texts Brown Bear Brown Bear – Science Talk Dear Zoo The Tiger that came to tea Lost and Found Goodnight Gorilla Oi Frog Hooray for Fish Beware of the crocodile Were going on a Bear Hunt	Key Texts How to be a pirate (instructions) Commotion in the Ocean Rainbow Fish End of the day texts Fidgety Fish My ocean is blue – science talk Mr Archimedes bath -science talk How to find talk – science talk Tiddler Little Boat
CL Educational Programme and Literacy Educational Programme and ELGs					
<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. 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 enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p> <p>CL Listening and Attention - children at the expected level of development will:</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>CL Speaking - children at the expected level of development will:</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; 					

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- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Overview Communication and Language

Understand how to listen carefully and why listening is important. • Learn new vocabulary • Use new vocabulary through the day • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of conjunctions • Describe events in some detail • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Develop social phrases • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Communication and Language – Listening and Attention/ Speaking – Coverage

<p>Settling in activities Model talk routines through the day. Sharing facts about me Colour monsters Children talking about experiences that are familiar Making friends Likes , dislikes, dreams and ambitions</p>	<p>Rhyming and alliteration. Retelling stories Story language Word hunts Listening and responding to stories Following instructions Taking part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day Choose books that will develop their vocabulary Retell a story with story language</p>	<p>Rhyming and alliteration. Ask's how and why questions... Retell a story with story language Verbal story invention Ask questions to find out more and to check understanding, Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story. Describe an event in detail. Introduce time connectives.</p>	<p>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. Describe events in some detail. Following instructions Takes part in discussion.</p>	<p>Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Moving on to Y1- talking about their Reception experience and their wishes/worries about moving on.</p>
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Literacy Reading – Coverage

<p>Little Wandle Reading programme Joining in with rhymes and showing an interest in stories with repeated refrains. 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</p>	<p>Little Wandle Reading programme Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Using actions to retell the story – Story Maps. Retelling of stories. Editing of</p>	<p>Little Wandle Reading programme Making up stories with themselves as the main character –Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter–</p>	<p>Little Wandle Reading programme Stories from other cultures and traditions. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p>	<p>Little Wandle Reading programme Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story - Can draw pictures of characters/ event /</p>	<p>Little Wandle Reading programme Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.</p>
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<p>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.</p> <p>Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>story maps and orally retelling new stories. Non-Fiction books.</p> <p>Sequence story – use vocabulary of beginning, middle and end.</p> <p>Enjoys an increasing range of books</p>	<p>sound correspondences and, where necessary, a few exception words.</p>	<p>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>Timeline of how plants grow.</p>	<p>setting in a story. May include labels, sentences or captions.</p>	<p>Make predictions</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story.</p> <p>- Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>Sort books into categories.</p>
Annual VIPERS Reading Coverage					
<p>Decoding</p> 	<p>Vocabulary</p> 	<p>Inference</p> 	<p>Prediction</p> 	<p>Explain</p> 	<p>Retrieval</p> 
<p>Develop their phonological awareness to:</p> <ul style="list-style-type: none"> ● Able to complete a rhyming string. ● Begin to use fingers to identify how many sounds are in a word. ● Can supply words with the same initial sound for set 1 single sounds. <p>-Learn and reinforce all sound sets up to set 11.</p> <p>-Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>-Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p> <p>-Read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words</p> <p>-Adjacent consonants (phase 4) and revision of phase 3 sounds</p>	<p>-Repeat new vocabulary in a context of a story</p> <p>-Begin to use modelled vocabulary during role play/ small world</p> <p>-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>	<p>-Ask questions about stories.</p> <p>-Repeat words and phrases from familiar stories.</p> <p>-Answer questions about a text that has been read to them.</p> <p>-Begin to predict what might happen next in a story.</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>- Anticipate – where appropriate – key events in stories</p>	<p>-Talk about the understanding of the stories/ text/pictures and make links to their own experiences</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>-Articulate their ideas and thoughts in well-formed sentences</p> <p>-Describe events in some detail</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>

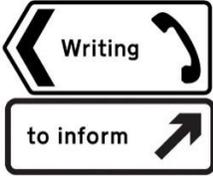
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Sequence 	Summarise 	Reading for pleasure 	Poetry 		
<ul style="list-style-type: none"> -Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen -Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words -Listen to and talk about stories to build familiarity and understanding 	<ul style="list-style-type: none"> - Begin to identify key stages of a story during oral retelling 	<ul style="list-style-type: none"> -Engage in extended conversations about stories, learning new vocabulary -Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment -Select a range of books independently through their own choice for the purpose of reading for enjoyment 	<ul style="list-style-type: none"> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play 		
Literacy Writing Coverage					
Drawing Club Focus Key Texts: The Colour Monster Elmer – Science Talk Little Red Hen Skills/Focus: -Associate marks with meaning -Correct pencil grip -Associating grapheme with phoneme -Correct pencil grip -Associating grapheme with phoneme -Correct letter formation -Phase 2 sounds applied to words -Children to read back independent mark marking	Drawing Club Focus Key Texts: Owl babies Gruffalo Goldilocks and the Three Bears Skills/Focus: -Correct pencil grip -Associating grapheme with phoneme -Attempt CVC words -Attempt CVCC words -Use finger spaces -Write short captions -Correct letter formation -Children to read back independent mark marking	Drawing Club/Writing sequences Key Texts: Whatever next Aliens Love Underpants Ginger Bread Man Writing Purpose: -Retell elements of Whatever Next story -Missing poster to describe missing alien -Retell of Gingerbread man Skills: -Correct letter formation -Associating grapheme with phoneme -Make phonetically plausible attempts at spelling -Use finger spaces -Orally rehearse sentences -Write short captions	Writing Sequences: Key Texts: Hungry Caterpillar What the Ladybird Heard Jack and the beanstalk Writing Purpose: -Retell of a narrative (Hungry Caterpillar) -Speech bubbles of plan to steal the cow -Retell of a narrative (Jack and the Beanstalk) Skills: -Correct letter formation -Make phonetically plausible attempts at spelling -Use finger spaces -Orally rehearse sentences -Write short captions and sentences	Writing Sequences: Key Texts: Handa's Surprise Animal fact files Three little Pigs Writing Purpose: -Adjectives and noun phrases (Handa's surprise) -Animal fact file -Retell of narrative (Three little pigs) Skills: -Correct letter formation -Make phonetically plausible attempts at spelling -Use finger spaces -Orally rehearse sentences -Write short captions and sentences	Writing Sequences: Key Texts: How to be a pirate Commotion in the Ocean Rainbow Fish Writing Purpose: -Instructions on how to be a pirate -Rhyming words for simple poem -Character description of rainbow fish Skills: -Correct letter formation -Make phonetically plausible attempts at spelling -Use finger spaces -Orally rehearse sentences -Write short captions and sentences -Begin to use capital letters

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		-Children to read back independent mark marking/writing	-Use full stop at the end of a sentence -Begin to use capital letters -Children to read back independent writing	-Use full stop at the end of a sentence -Begin to use capital letters -Select adjective -Write for different purposes -Children to read back independent writing	-Write for different purposes -Children to read back independent writing
Literacy Writing – Coverage					
Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds Use initial sounds to images. Names, Labels, Captions, Lists, Diagrams Name writing Stand up vocab throughout the year	Name writing, labelling using initial sounds, story scribing, Retelling stories and sequence a story CVC word writing Writing some of the tricky words such as I, me, my, like, to, the.	Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context.	Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps.	Writing for a purpose using phonetically plausible attempts at words using finger spaces. Form lower-case and capital letters correctly. Rhyming words.	Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories, character descriptions and fact based writing Year 1 readiness *Talk a sentence *Write a sentence *Use phonics for spelling *Capital letters and full stops *Finger spaces
Annual Writing Coverage					
Audience and Purpose - talk about what they are going to write about - to orally rehearse their own words and sentences - write for different purposes, including captions, lists, speech bubbles and information - write simple phrases and sentences that can be read by others	Appropriate and effective vocabulary choices - begin to learn new words linked to a story or text - begin to use and apply words through speaking in groups, individually or through play - build word banks as part of a group - with adult support, select from a bank of vocabulary and apply to writing	Logical sequence - Recognise elements of a story: beginning, middle and end - Retell a familiar story	Sentence construction and grammatical accuracy - discuss words or ideas linked to texts children have been learning about - use full sentences orally as part of everyday play, including caption phonic puzzles - write simple phrases and sentences that can be read by others	Spelling - write some or all of their first name - begin to write initial sounds as captions for drawings - spell words by identifying the sounds and then representing the sounds with a letter or letters	Punctuation - write short sentences with words with known sound- letter correspondences, using a capital letter and full stop, with adult support - begin to use capital letters, finger spaces and full stops in independent writing - write simple phrases and sentences that can be read by others

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			- write for different purposes, including captions, lists, speech bubbles and information		
<p>Handwriting</p> <ul style="list-style-type: none"> - use a range of small tools competently and confidently - develop the foundations of a handwriting style which is fast, accurate and efficient - begin to use the tripod grip - hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases 	<p>Poetry composition</p> <ul style="list-style-type: none"> -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<p>Purposes of writing</p>  <p>Writing to entertain</p> <p>Story (inc. retellings) Description Poetry</p>	<p>Purposes of writing</p>  <p>Letter Instructions Non- chronological report</p>		
Phonics Coverage – Little Wandle					
Please refer to Little Wandle planning documentation					
<p>Coverage – Literacy</p> <p>Read individual letters by saying the sounds for them • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the Little Wandle phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.</p>					
<p>Key Vocabulary</p> <p>Read, write, listen, speak, questions, how, why, narrative, fiction, non fiction, cover, blurb, word, sentence, author, illustrator, phoneme, digraph, trigraph, segment, blend, decode, capital letter, full stop, finger space, spelling, lower case, upper case, handwriting, story map, prediction, characters, beginning, middle, end</p>					
<p>Continuous provision opportunities supporting CL and Literacy</p> <p>Role play areas, writing corner and message centre with post box, phonics area, reading garden with props and puppets, stage with props, musical instruments and dressing up clothes, texts displayed in all continuous provision areas to support area focus, key vocabulary and widgets displayed in continuous provision areas, curiosity cube, book voting station</p>					

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Maths Educational Programme and ELGs		
<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including numicon and ten-frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p> <p>Number – children at the expected level of development will:</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 		
Maths Coverage		
White Rose Autumn <ul style="list-style-type: none"> • Getting to know you • Measure and patterns • It's me 1, 2, 3 • Circles and triangles • 1,2,3,4,5 • Shapes with 4 sides 	White Rose Spring <ul style="list-style-type: none"> • Alive in 5! • Mass and capacity • Growing 6, 7, 8 • Length, height and time • Building 9 and 10 • Explore 3D shapes 	White Rose Summer <ul style="list-style-type: none"> • To 20 and beyond • How many now? • Manipulate, compose and decompose • Sharing a grouping • Visualise, build and map • Make connections
Mastery in Number Pupils will build on previous experiences of number from their home and nursery environments and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.	Mastery in Number Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to connect quantities to numerals and explore forms of measure	Mastery in Number Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.
(White Rose areas linked with development matters)		
Number and Place Value		
Counting Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	Identifying, Representing and Estimating Numbers Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Show "finger numbers" up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	Reading and Writing numbers Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Link the number symbol (numeral) with its cardinal number value.

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<p>Count objects, actions and sounds. Count beyond ten. Verbally count beyond 20, recognising the pattern of the counting system.</p>	<p>Experiment with their own symbols and marks as well as numerals. Subitise. Link the number symbol (numeral) with its cardinal number value. Subitise (recognise quantities without counting) up to 5.</p>	
<p>Compare and order numbers Compare quantities using language: 'more than', 'fewer than'. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. 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>Understanding place value Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Have a deep understanding of numbers to 10, including the composition of each number.</p>	<p>Problem solving Solve real world mathematical problems with numbers up to 5. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>
Addition and Calculation		
<p>Number Bonds Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Show 'finger numbers' up to 5. Subitise. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. 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. Have a deep understanding of numbers to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5.</p>	<p>Mental calculation Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Subitise. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. 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. Have a deep understanding of numbers to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5.</p>	<p>Inverse operations, estimating and checking answers Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Explore the composition of numbers to 10.</p>
<p>Problem Solving Solve real world mathematical problems with numbers up to 5. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly.</p>		

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Multiplication and division		
<p>Multiplication and division facts Explore the composition of numbers to 10. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly. 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>Mental calculation Explore the composition of numbers to 10. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly.</p>	<p>Properties of numbers: multiples, factors, primes, square and cube numbers Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly.</p>
<p>Problem Solving Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly.</p>		
Measurement		
<p>Comparing and Estimating Make comparisons between objects relating to size, length, weight and capacity. Compare length, weight and capacity.</p>	<p>Telling the time Begin to describe a sequence of events, real or fictional, using words, such as 'first', 'then...'</p>	
Geometry – properties of shapes		
<p>Identifying shapes and their properties Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. Select, rotate and manipulate shapes in order to develop spatial reasoning skills</p>	<p>Drawing and constructing Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	
Geometry – position and direction		
<p>Position direction and movement Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Draw information from a simple map</p>	<p>Pattern Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Continue, copy and create repeating patterns.</p>	
<p>Key Vocabulary Count, numbers, 1 to 20, order, one more or one less than, number quantities, add, subtract, count on or back, problems, doubling, halving, sharing, size, weight, capacity, position, distance, time, money, patterns</p>		

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<p>Red Hill Riches - Mathematics</p> <p>Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value • Count beyond ten. • Compare numbers • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–10. • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity. Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other Quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>					
<p>Continuous Provision opportunities supporting Mathematics</p> <p>Maths area and working wall changed on weekly basis, loose parts, telling the time, daily calendar</p>					
<p>Personal, Social and Emotional Development Educational Programme and ELGs</p>					
<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, cooperate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p> <p>Self Regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationship</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to other's needs. 					
<p>PSHE – Jigsaw Coverage</p>					
<p>Being me in my world Who am I and how do I do it</p> <p>-Self-identity -Understanding feelings -Being in a classroom</p>	<p>Celebrating difference Respect for similarities and difference Anti bullying and being unique</p> <p>-Identifying talents -Being special</p>	<p>Dream and goals Aspirations how to achieve goals and understanding the emotions that go with this</p> <p>- Challenges</p>	<p>Healthy me Being and keeping safe and healthy</p> <p>- Exercising bodies -Physical activity -Healthy food</p>	<p>Relationships Building positive healthy relationship</p> <p>- Family life -Friendships -Breaking friendships</p>	<p>Changing me Coping positively with change</p> <p>-Bodies -Respecting my body -Growing up</p>

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Being gentle -Rights and responsibilities	-Families -Where we live Making friends -Standing up for yourself	-Perseverance -Goal-setting -Overcoming obstacles -Seeking help -Jobs -Achieving goals	-Sleep -Keeping clean -Safety	-Falling out -Dealing with bullying -Being a good friend	-Fun and fears -Celebrations
Key Vocabulary Happy, Sad, Gentle, Kind, Friendly, Goal, effort, Proud, satisfaction, Encourage, support, names of body parts, Friend someone you are close to, Lonely sad because one has no friends, Healthy feeling good, Grow change in size, Change make or become different					
Red Hill Riches - PSED <ul style="list-style-type: none"> • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. 					
Continuous Provision opportunities supporting PSED SELF REGULATION "Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done." Education Endowment Foundation. Continuous provision activities support children in <ul style="list-style-type: none"> • Controlling own feelings and behaviours • Applying personalised strategies to return to a state of calm • Being able to curb impulsive behaviours • Being able to concentrate on a task • Being able to ignore distractions • Behaving in ways that are pro-social • Planning • Thinking before acting • Delaying gratification • Persisting in the face of difficulty. 					
Understanding the World Educational Programme and ELGs					
Understanding the world involves guiding children to make sense of their physical world and their community. 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.					
People and Places <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. • Explain some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them in class. 					

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The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments. Drawing on their experiences and what has been read to them in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Past and Present

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Coverage- Understanding the World

Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and maps. Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

RE -Worcester Syllabus Coverage

Being special – where do we belong? Harvest	Incarnation – Why is Christmas special for Christians? Christmas Nativity	Why is the word 'God' so important to Christians?	Salvation – Why is Easter special to Christians? Church visit	What places are special and why?	What times/stories are special and why?
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Red Hill Riches - RE

SIMILARITIES AND DIFFERENCES

- There are things that make me unique
- There are similarities and difference between people

FAMILIES AND COMMUNITIES

- Families have different customs and routines.
- Christians place of worship is a church

CELEBRATIONS

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<p>-There are different festivals and celebrations including Birthdays, Christmas, Eid, Chinese New Year -Christians celebrate Christmas -Christians celebrate Easter</p>					
ICT Coverage					
Navigate an ipad		Programming Beebots		Hardware around us	
<p>Children navigate their way around an ipad. Children begin to learn to operate a camera and share their own learning through photos taken. Children understand there are a variety of apps and begin to use some to access learning eg. google, numbots,</p>		<p>Children learn to give and receive instructions and understand the importance of precise and accurate instructions. Children learn about directions and begin to program Bee-Bots. Children experiment with programming a Bee-Bot in a variety of directions and contexts.</p>		<p>Children explore the hardware around the school eg. whiteboards, cd players, lvs, ipads, Children learn that you can input information into a computer (using a keyboard or mouse) Be able to log in and log out of a computer program.</p>	
<p>Key Vocabulary Computer, iPad, tablet, App, button, mouse, screen, keyboard, Google, information, control, instruction, Beebot, robot, sequence, instructions,</p>					
<p>Continuous Provision opportunities supporting ICT Available throughout the day for both focussed and self-chosen learning. A range of technology is available within the classroom to access, both independently and with an adult.</p> <ul style="list-style-type: none"> • Laptops • Computers – games / activities linked to the topic or maths being covered each week. • Beebots • Interactive white boards – Phonics Play / Topmarks / Google Earth / Digimap. • iPads • Talking lins – children can listen to a pre-recorded challenge or record their own answers. • Exploring keyboards, mouses to input information into a computer 					
<p>Red Hill Riches I know: You can take a photo on an ipad You can swipe on a screen of an ipad but not all devices You can access apps on an ipad You can program a Beebot to move You can navigate a Beebot to travel around an object You can log in and log out of an account</p>					
Science					
<p>Marvellous Me Healthy eating choices. Healthy living choices including: washing hands, brushing teeth, eating and exercise.</p>	<p>Lets Celebrate Observe changes – colour</p>	<p>Super Scientists Change of state Water turning into ice Ice melting</p>	<p>The UK outdoors: Explore, observe and identify UK minibeasts. Look after our local environment – build minibeast houses</p>	<p>Amazing Animals Explore, compare, contrast, observe, draw and discuss animals around the world and their features</p>	<p>Dangers and Delights of the sea Experiment with and talk about, floating and sinking Name sea creatures</p>

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<p>Naming body parts through songs: if you're happy and you know it and head, shoulders, knees and toes...</p> <p>Talking about our pets at home and drawing out pets</p>		<p>Processes such as:</p> <p>Sound being felt as a vibration</p> <p>Objects casting shadows</p> <p>Magnets being attracted to some materials and not others</p> <p>That most objects will fall to the ground when they are dropped</p> <p>That some things need power (e.g. batteries, plugging them in) to make them work</p>	<p>Animals and their babies</p> <p>Food from plants and animals</p> <p>Growing sun flower seeds</p>		
<p><u>Seasonal Changes</u></p> <p>Throughout the year, exploring school's grounds and observing seasonal changes. Plot images of a deciduous tree throughout the year.</p> <p>This will include:</p> <p>Autumn-</p> <p>Explore hibernation. Nocturnal animals. Explore harvest time in the UK and farming at harvest time. Observe seasonal weather changes and longer nights in the autumn compared to the summer. Light and dark</p> <p>Winter –</p> <p>Explore compare/contrast our environment with polar regions. Observe seasonal weather changes in the winter (ice exploration)</p> <p>Explore natural winter resources in Tuff Tray, asking questions and making/drawing observations</p> <p>Spring-</p> <p>Observe, question and draw spring plants/spring growth. Explore natural spring resources in Tuff Tray, asking questions and making/drawing observations</p> <p>Explore the life cycle of frogs and butterflies. Explore the life cycle of plants. Still life observations and drawings of spring flowers.</p> <p>Summer:</p> <p>Observe seasonal weather changes in the summer. Observe shadows. Explore animals in comparison to other months.</p>					
<p>Science Talk Investigations</p>					
<p>Elmer the Elephant – Can you use the magnet to make Elmer a colourful coat?</p> <p>Dachy's Deaf – Can you help Dachy's friends find out about loud and quiet sounds</p>	<p>Goldilocks and the Three Bears – Which cereal will be the soggiest when the bears get back from their walk?</p>	<p>Astro Child – can you launch a rocket into space?</p> <p>Look Up – can you use the stars to find your way around the night sky?</p>		<p>Brown Bear, Brown Bear what do you see? Can you use colour paddles to hide the animals from Brown Bear?</p> <p>The Three Little Pigs – can you build a strong house for the three little pigs?</p>	<p>My Ocean is Blue – can you make an ocean in a bottle?</p> <p>Mr Archimedes' Bath – Can you fill the bath without spilling any water?</p>
<p>Red Hill Riches - Science</p> <p>I know:</p> <p>Some foods that are healthy and not healthy</p>					

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We need to wash our hands and brush our teeth to be hygienic.

I need to get myself dressed.

The body parts include head, arms, legs, eyes, nose, mouth and they do different things

There is a difference between animals and plants.

The four seasons are Autumn, Winter, Spring and Summer

Ice melts when it gets hot.

Water turns into ice when it freezes.

Some animals sleep during the winter and are called nocturnal

Plants need water to grow.

A tadpole becomes a frog and a caterpillar becomes a butterfly.

Some materials float and some sink.

There is light and dark

There are different sounds around our environment

Working scientifically:

-Describe what they see, hear and feel whilst outside.

Explore the natural world around them, making observations

To suggest what might be the 'best' or 'worst.'

To use a range of everyday items to investigate.

To suggest an idea to investigate with help.

To follow a demonstration and spoken instructions (with support).

To position numbers on a number track up to 20.

To use non-standard units to measure and compare.

To use appropriate pictures and words to label items.

To recognise, create and describe simple patterns (e.g. size).

To begin to use 'more' or 'less' to compare observations

To talk about changes that I observe during activities.

To explore, 'what if...' questions through play.

Key Vocabulary

Healthy, unhealthy, germs, head, legs, arms, hands, feet, shoulders, face, eyes, ears, mouth, tongue, teeth, heart, brain, bones, skin.

Animal names

Autumn, winter, spring, summer, weather, hot, cold, snowing, freezing, warm, wet, cloudy, harvest, light, dark

Plants, grow, soil, sunlight, fruit, vegetable, tree, flower, water.

Life cycle, grow, change, tadpole, froglet, frog, larva, caterpillar, chrysalis, cocoon.

Material, float, sink, plastic, fabric, wood, strong, waterproof, bendy, light.

Minibeast, ant, spider, worm, snail, habitat.

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<p>Continuous Provision opportunities supporting Science</p> <p>Investigation station, curiosity cube, nature table, seasons displays</p>					
<p>Geography Coverage</p>					
<p>Marvelous me Where families come from around the world</p> <p>All about me Describe what they see, hear and feel when outside. Look at where we live, describe features we see on the way to school. Explore the school, where are the different rooms in relation to one another. What happens in each room? Explore the school grounds, look at features of our school environment.</p>	<p>Festivals: Explore festival origins/celebrations across the world, using a world map/globe.</p>			<p>Around the world: Explore the natural world around them. Recognise similarities and differences between life in this country and life in other countries. Explore compare/contrast our environment and others around the world. Knowing where different animals come from and attempt to locate on a map. Compare different foods and where they are grown</p>	<p>Dangers and Delights of the Sea Know the dangers of the sun and water and how to stay safe in each. (Slip, slap, slap) Be able to draw a map with features of a journey – linked with pirates eg. treasure maps Explore Maps/ globes/ atlases – locate seas and oceans Discuss holiday locations that children have been on and locate on a map</p>
<p><u>Seasonal Changes</u> Throughout the year, exploring school's grounds and observing seasonal changes. Record the temperature regularly. Identify the main features of the weather throughout each season. This will include:</p> <p>Autumn- Observe seasonal weather changes and longer nights in the autumn compared to the summer.</p> <p>Winter – Explore compare/contrast our environment with polar regions around the world. Locate on a world map. Explore natural winter resources in Tuff Tray, asking questions and making/drawing observations</p> <p>Spring- Observe, question and draw spring plants/spring growth. Explore variety of plant growth in the local area</p> <p>Summer:</p>					

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Observe seasonal weather changes in the summer. Explore animals and their adaptations to the heat. Compare to other animals around the world.
<p>Key Vocabulary Worcester, United Kingdom, Great Britain, World, country, town, city, near, far, Community, jobs, road, map Harvest seasons, Autumn, Winter, Spring, Summer, weather</p>
<p>Red Hill Riches - Geography I know: where I live some of the features of my immediate environment. the name of my school and can say some of the things I pass on my way to school. the names of the four seasons the main features of the weather in each of the seasons. that not all places in the world are the same. some of the animals and plants that live and grow around me. Some festivals are celebrated around the world. Different foods are grown around the world. different types of weather the affect of different weathers</p>
<p>Continuous Provision Opportunities to support Geography Nature/ seasons exploration table/area. World map and globe. Small world play with people from around the world. World maps/globes around the classroom to regularly refer to. Treasure maps or local area maps to explore.</p>

History					
<p>Marvellous Me Discussing our families, recounting fun family experiences in our past. Thinking about changes in our life as we grow and get older. Identify past and present within their lifetime Comment on images of familiar situations in the past.</p>	<p>Autumn Festivals: Explore Remembrance Day</p>	<p>Super Scientists: Looking at the moon landing and associated figures</p>	<p>Farm:</p>	<p>Around the world:</p>	<p>Dangers and Delights Recount and share family experiences of holidays. Look at how holidays have changed over the years How ships have changed</p>
<p>Key Vocabulary Old, new, past, present, now, future, yesterday, today, tomorrow, family, grandparents, history, traditional tales, change, different, same, First, then, next, after, last, finally.</p>					

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<p>Yesterday, last year, last month</p>
<p>Red Hill Riches - History I know: where I was born. that as I get older, I can do different things. which objects are from the past and which are modern. some facts about people from the past Neil Armstrong was the first man on the moon ships have changed over time holidays have changed over time</p>
<p>Continuous Provision Opportunities to support History</p> <ul style="list-style-type: none"> History timeline – significant events Days of the week, months of the year, birthdays, displaying significant events on class timeline, recalling weekend/ holiday news to share Through interactions talking about what they did yesterday, last week, last year, sharing personal history, learning about the family traditions of children in class from different cultural backgrounds. Exploring holidays in the past and present, sharing images of ships and boats today and in the past and making comparisons
<p>Expressive Arts and Design Educational Programme and ELGs</p>
<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. 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>Creating with materials</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters and narratives in stories <p>Being imaginative and expressive</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time <p>Coverage- EAD</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in group Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well known nursery rhymes and song • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>
<p>Art/ DT Coverage</p>

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Marvellous Me:					
<p>Art- Drawing: Draw own faces Pablo Picasso</p> <p>Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus. Be able to name the famous artist Picasso and identify some of his work.</p>	<p style="text-align: center;">Lets Celebrate:</p> <p style="text-align: center;">DT- Diva Pots and Clay</p> <p>To sculpt using tools and manipulatives To sculpt using clay To appropriately decorate</p>	<p>Super Scientists</p> <p>Art- Repeated patterns Printing</p> <p>Exploring paint and painting techniques through nature, music and collaborative work. Painting with ice, painting with vegetables, painting with magnets, with foil. Exploring repeating patterns</p>	<p>Our Wonderful World</p> <p>DT- Textiles, book marks for world book day</p> <p>Pupils develop and practise threading and weaving techniques using various materials and objects. The pupils apply their knowledge and skills to design and sew their own bookmarks.</p>	<p>Amazing Animals</p> <p>Art- Paul Clee- Animal print and exploration</p> <p>Exploring paint and painting techniques through nature, music and collaborative work. Explore collage and shape. Explore collage of different shapes to create a final image of an animal</p>	<p>Dangers and Delights of the Sea</p> <p>DT- Structures: Boats</p> <p>Children explore what is meant by 'waterproof', 'floating' and 'sinking', then experiment and make predictions with various materials to carry out a series of tests. They learn about the different features of boats and ships before investigating their shape and structures to construct their own.</p>
Cooking					
<p>Talk about healthy and unhealthy foods. Talk about having a balance of these. Talk about likes and dislikes. Use a range of tools with care and precision. Explore and develop skills in: mixing and decorating. Describe differences between some food groups (i.e. sweet, vegetable etc.). Say where some foods come from, (i.e. plant or animal). Describe textures, tastes and preferences of a variety of foods. Know the importance of washing hands and cleaning surfaces. Discuss the rules of food safety and hygiene</p>					
<p>Making bread –Little Red Hen</p>	<p>Jesus Jam Tarts</p>		<p>Pancake topping tasting Easter nests</p>	<p>Ginger bread men design and making</p>	
Key Vocabulary					
<p>Safe Use Explore Materials tools Techniques Experiment Colour Design Texture Form Function Artist</p>					
<p>Red Hill Riches- Art</p> <p>I know:</p> <ul style="list-style-type: none"> -Pablo Picasso is an artist who painted portraits -You can print repeated patterns -You can layer materials to make an image <p>Red Hill Riches- Design & Technology</p> <p>I know:</p> <ul style="list-style-type: none"> -You can mould clay into new shapes -Tools can be used to mark make in clay -You can thread and weave on binca -Different materials can be used to construct -I have to wash my hands before cooking 					
Continuous Provision Opportunities to support Art					

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Creative station, malleable area, water pots and paintbrushes outside					
Drama and Role Play					
<p>Home corner Introduction to the home corner – what is in your house?</p> <p>Fantasy role play/ small world area Dolls house, loose parts dolls house resources</p>	<p>Home corner Post Office</p> <p>Fantasy role play/ small world area Camp fire and mud kitchen night time activities – fireworks, nocturnal animals</p>	<p>Home corner Space station</p> <p>Fantasy play/ small world area Space rocket and science lab</p>	<p>Home corner Farm kitchen and shop</p> <p>Fantasy play/ small world area Creatures to explore lifecycles eg. frogs/butterflies Growing plants</p>	<p>Home Corner Vets</p> <p>Fantasy play/ small world area Zoo</p>	<p>Home corner Pirate ship/boat</p> <p>Fantasy play/ small world area Sea creatures from around the world</p>
Music					
<p>Composer Study: Antonio Vivaldi Genre: Baroque Singing: All about me songs, celebration songs Composing: Fireworks sounds</p>		<p>Composer study: Pyotr Ilyich Tchaikovsky Genre: Romantic Singing: Minibeast songs Composing: Minibeast sounds</p>		<p>Composer study: Nikolai Rimsky-Korsokov Genre: Nationalistic classical Singing: Songs linked to traditional stories Composing: Adding sound effects to traditional stories</p>	
<p>Key Vocabulary Song, sing, pulse, high, low, loud, quiet, clap, volume, repeat, copy, rhythm, performance, perform, instrument, drum, tambourine, wood block, xylophone, maracas</p>					
<p>Red Hill Riches I know: The words to some nursery rhymes. A pulse (beat) can be clapped the names of some percussion instruments. that instruments make different sounds. that pitch is how high or low a sound is. that performance is sharing music with others.</p>					
<p>Continuous Provision Opportunities to support Music</p> <ul style="list-style-type: none"> • Weekly opportunities to learn new songs related to topic work (Myself, People who help us, Fairy tales, Our Amazing World, Minibeasts, Under the Sea). • Singing songs and rhymes from a variety of genres and cultures • Build up a repertoire of nursery rhymes and familiar songs. • Learn worship songs. • Using musical instruments in the outside area and role play. • Creating movement to music eg. move like jungle animals, astronauts, animals, growing plants and weather. 					

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- Singing and performing to our friends and parents
- Performing the school nativity production
- Play movement and listening games
- Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.
- Listen to and join in with stories / poems with repetitive refrains.
- Move in time / appropriately to rhymes, songs, instruments and classical music.
- Call and response songs.

Physical Development Educational Programme and ELGs

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness 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 core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Gross motor skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Coverage- Physical Development

Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian • Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.

PE Focus

Introduction to PE unit 1 Dance unit 1	Introduction to PE unit 2	Ball skills unit 1 Fundamentals unit 1	Ball skills unit 2 Gymnastics unit 2	Games unit 1 Dance unit 2	Games unit 2 Fundamental unit 2
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Excellence and Enjoyment, Everyone and Everything. "God created you to be amazing" Ephesians 2:10

	Gymnastics unit 1				Sports day practice
Introduction to PE To know how to keep safe in a PE lesson by using their own space. - if they are working independently in a space they shouldn't be able to touch anyone else or equipment when arms are extended to the front or side. - to keep safe, it is important to use their space carefully and sensibly.	Introduction to PE To know how to stay safe when moving around by using their own space. - how to stop safely. - how to follow instructions to play safely in a group. - taking turns means somebody has a go, then they go and this alternates. - how to follow a path.	Ball skills: Unit 1 To know to look at the target when sending a ball. - have hands out ready to catch. - watch the ball as it comes towards me and scoop it with two hands. - keeping the ball close will help with control.	Ball skills: Unit 2 To know to look at the target when sending a ball. - have hands out ready to catch. - watch the ball as it comes towards me and scoop it with two hands. - keeping the ball close will help with control.	Games To know to look at the target when sending a ball and watch the ball to receive it. - keeping the ball close will help with control. - being in a space gives me room to play. - there are different roles in games. -make simple decisions in response to a task. - rules help us to stay safe.	Games To know to point my hand at my target when throwing. - have hands out ready to catch. -make simple decisions in response to a task. - rules help us to stay safe.
Dance To know that music can be used as a stimulus for dance. - different types of music can create different moods and atmospheres and make us want to move in different ways. - if I move into space it will help to keep me and others safe. - when watching others, I sit quietly and clap at the end.	Gymnastics To know that I can make different shapes with my body. - I should be still when holding a balance. - I can change my body shape to help me roll. - bending my knees will help me to land safely. - if I hold a shape and count to 5 people will see it clearly.	Fundamentals To know that moving into space away from others helps to keep me safe. - I can hold my arms out to help me to balance. - moving my arms and legs at the same time helps me to walk, run and jump. - I use big steps to run and small steps to stop. - I can hold my weight on different parts of my body. - moving for a long time can make me feel tired.	Gymnastics To know that I can make different shapes with my body. - I should be still when holding a balance. - I can change my body shape to help me roll. - bending my knees will help me to land safely. - if I hold a shape and count to 5 people will see it clearly.	Dance To remember and show simple dance movements. - how to copy basic movements. - I can move my body in different ways to create interesting actions. - I can change my action to show an idea. - if I use lots of space, it helps to make my dance look interesting.	Fundamentals To know that bending my knees will help me to land safely. - I use one foot to hop. - if I hop then step that it will help me to skip.
Gross Motor (outdoor areas)					
Cooperation games i.e. parachute games. Climbing – apparatus Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Ball skills- throwing and catching. Climbing – apparatus Skipping ropes in outside area Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics / Balance	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics / Balance
Fine Motor					

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<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with developing fine motor skills Hold pencil/paint brush beyond whole hand grasp use a range of small tools competently and confidently develop the foundations of a handwriting style which is fast, accurate and efficient Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego</p>
<p>Key Vocabulary Dance: Marching/Timing/Action/Dance/Perform/Turning/Repeat/ Rhythm/Pathways/Posture/Soldier/Individual/Partner/Control/ Speed/Range/Actions/Mirror/Lead/Follow/Gently/Tip-Toes/Heavily/ Stomp/Robotic</p> <p>Gymnastics: Straight/Star/Tuck/Control/Perform/Repeat/Link/Balance/ Identify/Gymnastics/Movement/Stretch/Count/Copy/Explore/ Practice/Linking/Travelling/Start/Finish/Body/Safety/Skillness/ Position/Remember/Whole/Individual</p> <p>Games: Space/Change/Direction/Control/Safety/Aim/Roll/Carry/Throw/ Catch/Bounce/Dribble/Kick/Freeze/Stretch/Crouch/Jogging/Balance/ Slowly/Backwards/Forwards/Receiving/Sending/One handed/Two handed/Balloon/Target/Successfully/Avoid/Technique/Bibs/ Tails/HulaHoops/Quoit/Equipment/Passing/Ball/Landing/Jag/Jump/ Reverse/Turn/Crouch/Crab/Weave</p>					
<p>Continuous Provision Opportunities to support physical development Opportunities open to all during continuous provision: Basket ball hoop, Bikes and trikes, Scooters – stand up and sit down, Hoops, Balls and beanbags, Assault course, Role play – stage and music, dances – ribbons and material, Playdough station, Climbing wall and slide, Balance beam and stepping stones, Tyres, stilts, Seesaw, mud kitchen and digging area</p>					