



Reception Long-Term Plan September 2025 - July 2026



Christ Church C of E Primary School – Long Term Plan - Reception

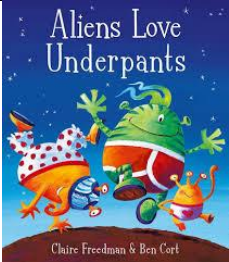
At Christ Church, our goal is to make learning exciting, irresistible, and meaningful for every child. This vision shines through in everything we do—whether in lessons, our carefully designed learning environments (indoors and outdoors), or through the enrichment provided by visits, visitors, and the involvement of parents and carers. We are proud of our school and its community; we love learning, we love one another, and we love God.

Over time, inspections have consistently highlighted the strength of the relationships between children, staff, and parents/carers. We are committed to delivering literacy and maths teaching of the highest quality, ensuring that every child makes the best possible progress. Each child is valued as an individual, with staff working to provide personalised learning that nurtures and encourages them to flourish. We believe in educating the whole child—their wellbeing, character, and potential are at the heart of all we do.

Our aim is to ensure that every child leaves EYFS ready for Key Stage 1 as a happy, confident, and independent learner, eager to explore the world around them. We strive to inspire ambitious, aspirational children who set out to “do good works, which God prepared in advance for us to do” (Ephesians 2:10).

Christ Church EYFS Team

General Themes

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	All about me	Festivals and Celebrations	Out of this world	Minibeasts	Traditional Tales	Dinosaurs
Core Texts	 <p>Owl Babies</p>  <p>Only One You</p>  <p>Hair Love</p>  <p>Binny's Diwali</p>	 <p>Bonfire Night 'Poppies'</p>  <p>Poppies (Cbeebies)</p>  <p>Leaf Man</p>  <p>How the Grinch Stole Christmas</p>  <p>Stick Man</p>	 <p>Aliens Love Underpants</p>  <p>Whatever Next</p>  <p>How to Catch a Star</p>  <p>The Way Back Home</p>	 <p>The Very Hungry Caterpillar</p>  <p>Aaaarrgghh, Spider!</p>  <p>Are you a Spider?</p>	 <p>The Three Little Pigs</p>  <p>Goldilocks and the Three Bears</p>  <p>Jack and the Beanstalk</p>  <p>The Last Wolf.</p>	 <p>Harry and the Bucketful of Dinosaurs</p>  <p>How do Dinosaurs go to school?</p>  <p>My First Book of Dinosaurs</p>  <p>The dinosaur that Pooped a planet</p>

Christ Church Values	
1. Love	2. Faith
3. Hope	4. Joy
5. Peace	6. Unity
7. Service	8. Hospitality
9. Integrity	10. Stewardship
11. Compassion	12. Forgiveness
13. Humility	14. Patience
15. Kindness	16. Gentleness
17. Self-control	18. Perseverance
19. Faithfulness	20. Courage
21. Wisdom	22. Grace
23. Mercy	24. Peace
25. Love	26. Faith
27. Hope	28. Joy
29. Peace	30. Unity
31. Service	32. Hospitality
33. Integrity	34. Stewardship
35. Compassion	36. Forgiveness
37. Humility	38. Patience
39. Kindness	40. Gentleness
41. Self-control	42. Perseverance
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115. Faithfulness	116. Courage
117. Wisdom	118. Grace
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129. Integrity	130. Stewardship
131. Compassion	132. Forgiveness
133. Humility	134. Patience
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237. Wisdom	238. Grace
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245. Peace	246. Unity
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249. Integrity	250. Stewardship
251. Compassion	252. Forgiveness
253. Humility	254. Patience
255. Kindness	256. Gentleness
257. Self-control	258. Perseverance
259. Faithfulness	260. Courage
261. Wisdom	262. Grace
263. Mercy	264. Peace
265. Love	266. Faith
267. Hope	268. Joy
269. Peace	270. Unity
271. Service	272. Hospitality
273. Integrity	274. Stewardship
275. Compassion	276. Forgiveness
277. Humility	278. Patience

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Christ Church Early Values	Values: Kindness & Self-belief <u>Books - Kindness:</u> Dogger Room on the broom The Giving Tree Lost and Found <u>Books - Self-belief:</u> Gruffalo How to Catch a Star	Values: Honesty & Independence <u>Books - Honesty:</u> Do unto otters <u>Books - Independence:</u> Iggy Peck architect Lost and found The missing Piece The Way back Home	Values: Respect & Resilience <u>Books - Respect:</u> Bog Baby Little Rabbit Foo Foo The Great Kapok Tree Tusk Tusk <u>Books - Resilience:</u> Peace at last After the Storm Peter and the wolf Up and Down Monkey Puzzle The Way Back Home	Values: Responsibility & Curiosity <u>Books - Responsibility:</u> One world Bog baby The great kapok Tree <u>Books - Curiosity:</u> The mole who knew it was non on his business	Values: Re-cap on all 6	Values: Re-cap on all 6
Christian Values						
	Reconciliation The children learn and understand that adversity, reconciliation and forgiveness are the first steps to putting things right.	Wisdom The children understand that they can grow and learn through their mistakes and in turn, they will acquire wisdom.	Endurance The children will learn that sustained effort with good grace will bring it's own reward.	Community The children will understand that if they contribute to their community then everyone is taken care of.	Creation The children can reflect on what they are thankful for everything that they enjoy.	Thankfulness The children can reflect on what they are thankful for within their lives and within their learning.
British Values	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.

Communication and Language

Statutory Guidance from the EYFS Framework for Communication and Language:

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, story-telling 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.

Early Learning Goals:

- 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 conversations 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.

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Ongoing Communication and Language skills developed throughout the year	C&L is developed throughout the year through high quality interactions, daily group sessions, circle times, PSED time, stories, singing, speech and language interventions and a high focus on the development of vocabulary.					
Listening Skills YR	Children are beginning to listen to other children. They listen during story time and show an interest in the books being read. <i>Listen, reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem.</i> <i>Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared.</i>	Children are listening more on the carpet and when being spoke to by their teacher and peers. Children continue to listen to new stories that are shared with them. <i>Listen, reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem.</i> <i>Assembly time, Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared.</i>	Children's listening skills are continuing to develop and they are listening in lots of different situations such as carpet time, assembly, phonics and other lessons. <i>Listen, looking, thinking time, reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem.</i> <i>Assembly time, Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared.</i>	Children listen when both in and out of school and pay attention to the person talking. When out of school they know it is important to listen to keep safe – such as cars or Stanger danger. <i>Listen, wait, turn, caret time, join in, hand up, question, song, rhyme, poem, safe, safety, road safety, fire alarm.</i> <i>Discussions around listening and safety such as fire alarms, road safety.</i>	Children's listening skills continue to develop, they can listen in a range of situation and can listen while taking part in a guided task while remaining on task. <i>Listen, wait, turn, instruction, patient, patience, join in, hand up, questions.</i> <i>Carpet time, group work, asking children questions about stories or work they are completing.</i>	Children show good listening skills and can listen to one another, adults and new people with great skill. <i>Listen, wait, turn, instruction, patient, patience, join in, hand up, questions.</i> <i>Carpet time, group work, assembly time, asking children questions and modelling questions.</i>

Attention Skills YR	<p>Children sit on the carpet and show some attention – this may only be for a short time. Children can pay attention to one thing at a time.</p> <p>Carpet, sitting, listening, joining in, hand up, group.</p> <p>Carpet time, assembly time, visual and verbal reminders to sit and listen.</p>	<p>Children paying more attention on the carpet and during guided tasks. Children understanding why they need to pay attention.</p> <p>Carpet, sitting, listening, joining in, hand up, group, P.E, Assembly.</p> <p>Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.</p>	<p>Children showing a good level of attention and concentration. Children being attentive during classroom tasks – both guided and independent.</p> <p>Carpet, sitting, listening, joining in, hand up, group, quiet, quietly.</p> <p>Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.</p>	<p>Children can maintain attention in different contexts. Children show attention to both peers and adults.</p> <p>Carpet, sitting, listening, joining in, hand up, group, listen.</p> <p>Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.</p>	<p>Children are developing their attention skills to both listen and continue with an activity.</p> <p>Sitting, listening, joining in, help.</p> <p>Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.</p>	<p>Children attend to others in play. Children show good levels of attention during learning tasks.</p> <p>Join in, game, pretend, friend, new, game, different.</p> <p>Carpet time, assembly time, group work, playing in provision – including outside, visual and verbal reminders to sit and listen.</p>
Responding Skills YR	<p>Children joining in with story time, rhymes, poems. Children respond appropriately when asked e.g. ‘smart sitting on the carpet’.</p> <p>Carpet, sitting, listening, joining in, hand up, story time, book, reading,</p> <p>Story time, Carpet time, asking children to join in with stories, rhymes and making predictions about texts, verbal and pictorial reminders for sitting and listening.</p>	<p>Children responding to questions based on a text that has been read. Children discussing events in stories and asking questions about these. Children responding to other children and the adults in the classroom.</p> <p>Carpet, sitting, listening, joining in, hand up, story time, book, reading, fiction, non-fiction, why, how, questions.</p> <p>Asking and encouraging children to answer questions about texts. Children conversing and responding during play – modelled to them by adults.</p>	<p>Children making predictions about what might happen next in a story. Children discussing both fiction and non-fiction books. Children continuing to build a rapport with friends.</p> <p>Carpet, sitting, listening, joining in, hand up, story time, book, reading, fiction, non-fiction, why, how, questions, predict, pretend.</p> <p>Asking and encouraging children to answer questions about texts – making predictions, Children conversing and responding during play – modelled to them by adults.</p>	<p>Children conversing with pupils and adults in the classroom during the day and their play. Children using talk to resolve conflict, discuss their ideas and give reason. Children using newly learnt vocabulary in their responses.</p> <p>Join in, friends, pretend, compromise. Turn taking, fair, why, how, fiction, non-fiction.</p> <p>Children conversing during group work and play times – adults to model and support. Children listening to stories and answering questions.</p>	<p>Children keep play going by conversing and extending conversation. Children ask and answer questions</p> <p>Join in, friends, pretend, compromise. Turn taking, fair, why, how, fiction, non-fiction, what, where, when, what could we do next.</p> <p>Children playing in provision with support of adults in regards to conversing if needed, children encouraged to ask and answer question,</p>	<p>Children asking questions and for clarification on new knowledge. Children explaining themselves if misunderstood.</p> <p>Questions, why, what, when, how, explain, listen, heard, because.</p> <p>Modelling discussions on the carpet and answering questions and explaining reasoning e.g. using ‘because’.</p>

Understanding Skills YR	<p>Children following simple 1 step instructions. Children understanding appropriate 'why' questions.</p> <p>Instruction, telling, listen, follow, why, question, explain, because.</p> <p>Asking and encouraging children to answer why questions, giving children simple clear instructions.</p>	<p>Children following clear instructions with 2 parts.</p> <p>Instruction, telling, listen, follow, why, question, explain, because.</p> <p>Asking and encouraging children to answer why questions, giving children clear instructions with two parts e.g. get your coat and then sit on the carpet'.</p>	<p>Children taking turns when speaking and responding to their peers and adults with a clear understanding of what has been said.</p> <p>Turn taking, listening, instruction, telling, listen, follow, why, question, explain, because.</p> <p>Modelling conversations with children and staff, giving children opportunities to talk with new people e.g. asking a doctor questions.</p>	<p>Children asking questions to clarify understanding and confirm knowledge. Children showing a good understanding of texts that have been read to them through their recall.</p> <p>Explain, because, why, when, what, how, don't understand, retell, vocabulary linked to book language.</p> <p>Modelling asking and answering questions, asking children questions in a variety of situations, retelling stories as a class through puppets, roleplaying, verbally and story mapping.</p>	<p>Children following clear instructions with 3 parts. Children using new knowledge and vocab in conversation and play. Children showing an understand questions through their talk and actions.</p> <p>Instructions, listening, follow, explain, repeat, non-fiction, how, why, where, when, what, because.</p> <p>Give children multiple instructions to follow verbally, explore a variety of texts together and their features, discussions around vocabulary and its meaning, ask and answer questions.</p>	<p>Children can retell a story showing a good understanding. Children understanding and using a large number of words and new vocabulary in their conversations and during discussions.</p> <p>Book specific vocabulary, animals, man-made, Soon, early, late, square, triangle, circle, soft, hard, smooth.</p> <p>Modelling retelling stories in a variety of means, model categorising words explore a range of adjectives and how these can be used to verbally describe and also be used in writing.</p>
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Personal, Social and Emotional Development

Statutory Guidance from the EYFS Framework for PSED:

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, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Early Learning Goals:

- 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.

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
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Self-Regulation YR - Expressing Feelings - Managing Behaviour	Children talk about their feelings to trusted adults or special friends. Feelings, emotions, happy, sad, angry, good, bad. Books read focusing on feelings and emotions. Class discussions on emotions – particularly relating to starting school.	Children are sharing more often or may comfort a friend who is upset. Children identify their own emotions and name them. Happy, sad, angry, upset, cry, nice, problem, feeling, emotions. Books read around sharing, friendships, conflicts. Adults modelling resolving conflict. Adults asking children to express their feelings.	Children who are very upset know who they can talk to or know some ways to calm themselves down if needed. Children are becoming more proud of themselves for achieving things such as learning star. Proud, pride, happy, breathing, feel, feelings, emotions, happy, sad. Adults giving children time to present any achievements and children knowing they can talk to their teachers about the achievements they have made.	Children have an adult in school they trust and will talk to. Children talk about their interests and likes and dislikes at school. Choice, explain, say, worry, sad, help. Adults prompting children to explain the choices they have made. Children spending time with the adults in their classroom so they feel comfortable to talk about any concerns they may have.	Children try and share, take turns, reason and look after one another. They apologise if they hurt someone accidentally or make someone else upset. Sorry, upset, sad, accident, help. Adults modelling apologies and explaining to children when an apology is necessary.	Children show emotional maturity ready for the emotional resilience needed for KS1. Children can use reason and resolutions with other children to keep games and play fair. Emotion, feeling, happy, sad, frustration, explain, why, turn taking, my turn, your turn. Adults providing children with a range of strategies to deal with anger and other emotions.
Managing Self YR - Self Awareness - Keeping Healthy - Independence - Collaboration	Children are becoming more independent at coming into school in the morning and getting ready for home at home time. They are using the toilet independently most of the time at school. They know it is okay to ask for help and will do so. Get, book bag, water bottle, pack-up, timetable, toilet, wiping, listening. Visual and verbal reminders to organise themselves. Reminders to use the toilet, although children should be going independently but may need some verbal support. Adults giving children simple and clear 1 step instructions such as “Get your bag”.	Children are using their preferences to choose what they would like to do at school. Children can put their coats on and are becoming more confident and skilled in using buttons and zips. Play, playing, area names of the classroom, help, please, dress, undress, clothing names, listening, next. Children given the choice to play in the area they would like to in the classroom. Adults to build up relationships with the class so they feel comfortable to ask for help. Verbal and pictorial reminders and support to get changed.	Children are becoming much more independent – getting things for home, eating their dinner and snacks, asking for help, getting a drink when they want one. Children independently making healthy food choices such as at dinner time. Toilet, food, drink, knife, fork, help, tired, poo, healthy, treat food. Adults to build a good relationship with the class so they feel comfortable to ask for help or express their needs. Lessons and activities based around healthy and unhealthy foods.	Children looking after themselves at school (personal and hygiene needs). Children developing resilience and perseverance independently. Dress, undress, zip, button, help, try again, tricky, hard, challenge, safe, road safety, look both ways, listening. Children being asked to independently dress themselves. Children given challenges in class. Children having to explain how to be safe on roads and paths or being taken out of school as a class on a walk.	Children are confident to try new things. They continue to develop their resilience and perseverance independently. Children can continue to look after and care for themselves. Like, dislike, why, explain, reason, resilience, try again, rule, road safety, directions, listen, next, after that. Regular new activities introduced to the class. Discussions around resilience and perseverance. Discussions around road safety or a class walk.	Children continue to look after themselves and understand what healthy choices are. Children have developed resilience, independence and perseverance to support them through transition and the next step in their school journey. Challenge, harder, next level, healthy, food groups, fats, proteins, carbohydrates, dairy, food names, physical activity, P.E, work out. Challenges in the classroom and during adult guided work. Discussions and lessons around keeping healthy.

Building Relationships YR - Social Skills - Communication	Children are building new positive relationships with pupils and staff in Reception. They may begin to play alongside other children if ready. Friend, teacher, peer, class, others, happy, talk, conversation, play, group, roleplay, small world. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions. Conversations modelled by adults.	Children are building on the relationships started last term. They are talking to children and adults and beginning to ask for help if they need it. Friend, class, teachers, help, please, talk, conversation. Adults modelling respectful conversations, adults building positive relationships so children feel comfortable to ask for help.	Children have friendships and may have a special friend. They play with these children in and out of the classroom and are happy Talk, friends, friend names, play, classroom area names. Children provided with lots of opportunities to play with others and make friends with other children.	Children are building relationships through play and talk and conserve to many of their peers. I think, because, why, when, please, turns, next, shall we, pretend. Adults modelling negotiation, children supported to negotiate and play. Lots of opportunities for children to play.	Children continue to build strong bonds with other children and care for their peers e.g. getting them tissues, asking them to join in with a game. Do you, like, dislike, your turn, my turn, minutes, shall we. Stories around considering others, prompts to share, collaborate with other children if necessary.	Children know if they have hurt someone's feelings and will apologies without being asked. Children know some children might like or dislike the things they do and that it is okay. Children look after each other and want to help their friends. Your turn, my turn, you can have it, share, sad, happy, friend. Stories around conflict, responsibility, individuality and needs of others.
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Physical Development- Long Term Plan

Statutory Guidance from the EYFS Framework for Physical Development:

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 well-being. 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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.
















Early Learning Goals:

- 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 preparations 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.

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
General yearly Physical Development progression	<ul style="list-style-type: none"> • Children will develop overall body strength, co-ordination, balance, and agility to support lessons in dance, gymnastics and sport. • Children will develop their fine motor skills to use a range of tools safely and confidently. • Children will always have access to pencils, paintbrushes, scissors, knives, forks, and spoon. • Children will develop a good posture when sitting at a table (classroom and dinner times) • Develop a good pencil grip ready for Year 1 writing expectations. 					

Gross Motor YR	<p>Begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table. Begin to safely use tools and equipment.</p> <p>Sit, sitting up, straight, smart sitting, posture, floor, carpet, table, pen, pencil, scissors, ball, racket, rope, cone.</p> <p>Children sitting at tables, sitting on the carpet, children having access to a range of tools and equipment such as pens, scissors, balls, rackets, cones to use.</p>	<p>Begin to develop overall body; strength, balance, co-ordination, balance and agility. Experiment moving in different ways.</p> <p>Sit, sitting up, straight, smart sitting, balance, follow me, climb, apparatus, mats, slither, crawl, skip, jump, hop, side step.</p> <p>P.E Lessons focusing on strength and balance – using equipment to climb, using mats to make a range of shapes with their body, moving around the sports hall in different ways.</p>	<p>Continue to develop overall body strength, balance and coordination. Developing in ability when dancing to music.</p> <p>Strength, balance, coordination, climb, dance, dance move, music, shape, shape names, tension, floppy.</p> <p>P.E Lessons focusing on strength and balance – using equipment to climb, using mats to make a range of shapes with their body, listening to music and experimenting with moving their body, copying dance moves and creating their own.</p>	<p>Negotiates space successfully and can adjust speed and direction. Showing increasing control with a ball.</p> <p>Space, surroundings, aware, speed, direction, control, ball, looking, racket, hands, eyes.</p> <p>Moving around during P.E lessons and negotiating around a range of obstacles at different speeds – replicating it outside in their play</p>	<p>Using equipment safely with consideration to others. Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing.</p> <p>Equipment, ball, cones, safety, careful, running, jumping, stepping, dancing, hopping, skipping, climbing.</p> <p>Children having access to a range of tools and equipment such as pens, scissors, balls, rackets, cones to use – children reminded to use this carefully around other children.</p>	<p>Negotiate space and obstacles safely. Show strength, balance and coordination when playing. Move energetically in a range of different ways.</p> <p>Space, carefully, aware, surroundings, direction, speed, strength, coordination, play, playing, running, jumping, hopping, skipping, climbing, moving, travelling.</p> <p>Adults prompting children to run safely, adults supporting children with gross motor skills by setting up activities and children having access to the equipment at all times.</p>
Fine Motor YR	<p>Children using pencils and other equipment comfortably for them. Children making snips in paper either using one hand or two.</p> <p>Pencils, tools, equipment, safely, hand, scissors, snips.</p> <p>Pencils available for children at all times, scissors available for children to use, activities for children that include mark making, name writing and snipping paper.</p>	<p>Children continuing to develop their fine motor skills. Children beginning to learn correct letter formations and use these in their writing.</p> <p>Pen, pencils, scissors, paintbrush, finger, finger strong, dough, dough disco, letter formation, letters, rhymes, writing.</p> <p>Fine motor activities in the class as well as adult guided activities – drawing, writing, cutting, tracing ect. Weekly handwriting lessons – children introduced to new formations from Little Wandle to copy and then use during writing activities.</p>	<p>Developing an effective pencil grip. Developing skill when using tools including scissors.</p> <p>Pencil, grip, hand, fingers, skill, scissors, snips, control.</p> <p>Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support. Scissors and small tools available in provision for children as well as guided activities using these materials.</p>	<p>Children forming recognisable letters with an effective pencil grip.</p> <p>Letters, trace, rhymes, pencil grip.</p> <p>Children being taught letter formations, incorrect formations being corrected and teachers supporting children to correct these, Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support.</p>	<p>Confidently using scissors and small tools. Beginning to use a tripod grip to draw and write accurately.</p> <p>Scissors, small tools, tripod, fingers, draw, pencils.</p> <p>Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support. Scissors and small tools available in provision for children as well as guided activities using these materials.</p>	<p>Children using the tripod grip. Using a range of small tools. Showing accuracy when drawing.</p> <p>Tripod, pencil, grip, skill, tools, pen, pencil, scissors, weaving, threading, accuracy, drawing, detail, tracing.</p> <p>Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support. Scissors and small tools available in provision for children as well as guided activities using these materials.</p>

Fine Motor – Pencil Grip and Control Development

FISTED GRIP	DIGITAL PRONATE GRIP	4 FINGER GRIP HIGH INDEX	HOOKEED WRIST OR EXTENDED WRIST	CROSS THUMB	THUMB TUCK	JOINT OF INDEX FINGER AND THUMB IN A FLEXED POSITION	INDEX FINGER JOINT IN HYPER EXTENDED POSITION	THUMB IN HYPER EXTENDED POSITION	STATIC TRIPOD GRIP 3 FINGER GRASP	LATERAL TRIPOD	DYNAMIC TRIPOD GRIP
1-2 YEARS	2-3 YEARS	3-4 YEARS	4-6 YEARS							6-7 YEARS	
		 	 	 the cross thumb	 the thumb tuck	 joints of index finger and thumb in a flexed position	 index finger joint in hyperextended position	 thumb joint in hyperextended position		 the lateral tripod	 
Pencil held in the palm. All fingers and thumb are used. Movement is from the shoulder so the arm and the hand move as a unit. Light scribbles can be drawn.	All fingers are holding the pencil but the wrist is turned so that the palm is facing down. Movement comes mostly from the elbow. Horizontal lines, vertical lines and circular lines are able to be copied.	Fingers are held on the pencil beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move together. Zigzag lines, crossed lines and simple humans can be drawn.	A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.							Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips. This is the ideal grip to move the pencil accurately.	

Literacy

Statutory Guidance from the EYFS Framework (2021) for Literacy:

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).

Early Learning Goals:

- 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

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Comprehension YR	Children joining in with rhyme, songs and poems. Children are encouraged to hold a book correctly and carefully turn pages. Children understand books have a beginning and an end Children listen and enjoy sharing a range of books both fiction and non-fiction. Children know that text in English is read top to bottom and left to right. Children can recognise pictures and illustrations in a text Vs the writing. Children spotting familiar words in books. <i>Book, rhyme, join in, picture, illustration, words, text, follow, repeat, look, beginning, middle, end.</i> <i>Reading together, pointing to the words, talking about the</i>	Children being able to sequence two events from a familiar story – possibly with the use of prompts for support. Children discussing and hearing a range of books – non-fiction and fiction. Children being asked questions liked to the books read to them. Children using texts and images to answer simple questions. <i>Texts, books, story, non-fiction, fiction, questions, who, what, where, why, when, pictures, illustrations.</i> <i>Reading together, exploring a wide range of books and discussing their features, Asking questions about books we have read, asking ‘ye’ and ‘no’ questions</i>	Children having favourite books and rhymes – they may know these books from memory. Say what they liked or disliked about a story. When listening to a story children use the images to help them read. Children are becoming increasingly more confident with their understanding of new words in stories. Children can use a books front cover or blurb to make a prediction. <i>Text, pictures, what, why, how, when, where, like, dislike, rhyme, play.</i> <i>Model using pictures to infer clues about the text, Ask children to predict what is happening by using the pictures in different texts, discuss different</i>	When children are playing they are adapting, roleplaying or using vocabulary from stories they’ve read or heard. When reading a well-known or repeated story children will join in. Showing an increasing confidence in sequencing a story. Gives a suggestion to the ending of a story using the front cover, blurb and beginning to support their suggestions. <i>Story, order, sequence, retell, end, repeat.</i> <i>Give picture cards of stories, create story maps or provide small world areas with the characters from read stories, discuss and display new vocabulary, ask children for their predictions of</i>	Use events in a story to suggest what might happen next (with reasonable suggestions being made). Know what non-fiction and fiction means and can talk about the two text types. Correctly sequence a story. Use ‘because’ to give reason when answering ‘why’ questions about a text. Rehearse and recall rhymes and stories and remembering actions to well-known rhymes e.g. Incy Wincy spider, grand old duke of York. <i>Sequence, story, what, why, difference, non-fiction, fiction, poetry, act out, show me.</i> <i>Children to sequence a story in their writing. Ask children questions about what will happen next and</i>	Converses about books talking about the events, the parts they liked and dislikes and gives reason as to why they feel this way. Knows key vocabulary used in a range of books. Continue to develop their roleplay to involve the storylines of the books read to them. Recalls many parts of a text with accuracy. <i>Vocabulary, words, recall, retell, next, after that, why, when, like.</i> <i>Provide resources for children to access linked to read texts, literacy tasks based on innovating known stories e.g. Going on a fish hunt. Asking children to reason how they feel about a text. Discussing and explaining new vocabulary</i>


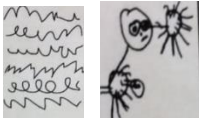
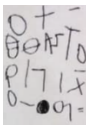
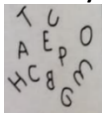
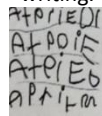
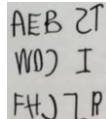
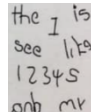
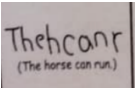
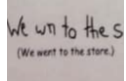
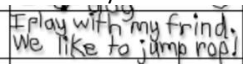
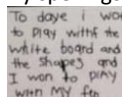
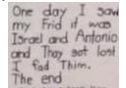
	<p>pictures in books, retell stories, point out words. Sing nursery rhymes, songs and read poems. (link to themes and books suggested above)</p>	<p>about texts, model using puppets to act out stories.</p>	<p>vocabulary and phrase meanings, ask questions about phrases used, ask children to vote for stories or say if they liked or disliked a story.</p>	<p>how a story is going to end, ask children if they liked or disliked a story and to give a reason.</p>	<p>to give a reason, children to explain the kind of text the class is reading and how they know e.g. fiction books have information, ask 'why' questions about texts.</p>	<p>used in texts shared with them.</p>
Word Reading YR	<p>Phonics lessons / First sound reading books introduced and children read graphemes s,a,t, p, i... Begin to blend some simple words</p> <p>Children read a few common exception words matched to the Little Wandle phonic programme.</p> <p>Letters, phonemes, read, sounds, tricky words.</p> <p>During Phonics lessons children shown the graphemes and children saying the corresponding phonemes, during reading time children saying the phonemes in their books to match the graphemes seen. Children encouraged to segment and then blend the sounds together in both phonics lessons, literacy lessons and reading time. Children introduced to tricky words to sight read.</p>	<p>Continue to read individual graphemes. Blend simple sounds into VC or CVC words. Children read a few common exception words matched to Little Wandle phonic programme.</p> <p>Letters, phonemes, read, sounds, tricky words.</p> <p>During Phonics lessons children shown the graphemes and children saying the corresponding phonemes, during reading time children saying the phonemes in their books to match the graphemes seen. Children encouraged to segment and then blend the sounds together in both phonics lessons, literacy lessons and reading time. Children introduced to tricky words to sight read.</p>	<p>Continue to read graphemes as well as some digraphs. Children reading simple phrases and sentences with known graphemes / phonemes and a few exception words from memory.</p> <p>Digraph, read, sounding out, tricky word, CVC, sound buttons.</p> <p>During Phonics lessons children shown digraphs, children to read the two graphemes as one phoneme. Reading fluency developed and children encouraged to read simple phrases and sentences during phonics lessons and reading time. Children introduced to more 'tricky words' to sight read.</p>	<p>Children read some graphemes, digraphs, simple phrases and sentences with known graphemes / phonemes and a few exception words from memory.</p> <p>Digraph, read, sounding out, tricky word, CVC, sound buttons.</p> <p>During Phonics lessons children shown digraphs, children to read the two graphemes as one phoneme. Reading fluency developed and children encouraged to read simple phrases and sentences during phonics lessons and reading time. Children introduced to more 'tricky words' to sight read.</p>	<p>Children beginning to read some tricky words from Phase 4 e.g. said, like, have, so. Children can re-read what they have written to check that it makes sense</p> <p>Tricky words, re-read, check, sense, edit, change, adapt, improve.</p> <p>Children shown Phase 4 tricky words to sight read. Children reminded to re-read their work to check for fluently.</p>	<p>Children able to read some tricky words from Phase 4 e.g. said, like, have, so. Children can re-read what they have written to check that it makes sense</p> <p>Tricky words, re-read, check, sense, edit, change, adapt, improve.</p> <p>Children shown Phase 4 tricky words to sight read. Children reminded to re-read their work to check for fluently.</p>
Phonics YR	<p>Phase 2:</p> <p>Recognise their name</p> <p>Recognise taught Phase 2 sounds</p> <p>s a t p i n m d g o c k c k e u r h b f l f f l l s s j v w x y z z z q u c h s h t h n g n k</p> <p>Recognise taught Phase 2 Tricky Words</p> <p>is I the</p>	<p>Phase 2:</p> <p>Recognise taught Phase 2 sounds</p> <p>s a t p i n m d g o c k c k e u r h b f l f f l l s s j v w x y z z z q u c h s h t h n g n k</p> <p>Words with -s /s/ added at the end (hats sits)</p> <p>Words ending in s /z/ (his) and with -s /z/ added at the end</p>	<p>Phase 2/3:</p> <p>Recognise taught Phase 2 and 3 sounds</p> <p>s a t p i n m d g o c k c k e u r h b f l f f l l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r</p> <p>Words with double letters</p> <p>Longer words</p>	<p>Phase 3:</p> <p>Review Phase 3</p> <p>Words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words</p> <p>Words with s /z/ in the middle</p> <p>Words with -s /s/ /z/ at the end</p>	<p>Phase 4:</p> <p>Short vowels with adjacent consonants</p> <p>CVCC CCVC CCVCC CCCVC CCCVCC</p> <p>Longer words and compound words</p> <p>Words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ing, -ed /t/, -ed /id/ /ed/, -est</p> <p>Recognise taught Phase 4 Tricky Words</p>	<p>Phase 4:</p> <p>Phase 3 long vowel graphemes with adjacent consonants</p> <p>CVCC CCVC CCCVC CCV CCVCC</p> <p>Words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est</p> <p>Recognise taught Phase 4 Tricky Words</p> <p>said so have like some come love do were here little says</p>

	<p>Oral blending and segmenting of VC and CVC words</p> <p>Blending for reading and segmenting for spelling VC and CVC words Introduce consonant digraphs</p> <p>Listen, hear, noise, sound, difference, same, similar, loud, quiet, squeak, bark, horn, cars, trees,</p> <p>Grapheme, phoneme, blend, sound, say, segment</p> <p>Listening to stories, poems and teachers modelling sounds. Support and modelling of hearing initial sounds and using phonics fingers to break down a word into the phonemes e.g. cat – c/a/t. Some opportunities to write.</p>	<p>Recognise taught Phase 2 Tricky Words</p> <p>is I the put* pull* full* as and has his her go no to into she push* he of we me be</p> <p>Grapheme, phoneme, digraph, trigraph, blend, sound, say, segment</p> <p>During phonics, literacy and reading time children to match the graphemes to the phonemes, words given to children to read with VC and CVC during reading and phonics lessons. Tricky words introduced and recapped- daily opportunities to write.</p>	<p>Recognise taught Phase 2/3 Tricky Words</p> <p>is I the put* pull* full* as and has his her go no to into she push* he of we me be was you they my by all are sure pure</p> <p>Read books matching their phonics ability</p> <p>Grapheme, phoneme, digraph, trigraph, blend, sound, say, segment, read, sounds.</p> <p>During phonics, literacy and reading time children to match the graphemes to the phonemes, words given to children to read with VC, CVC and CVCC during reading and phonics lessons. Tricky words introduced and recapped, daily opportunities to write.</p>	<p>Words with –es /z/ at the end</p> <p>Read books matching their phonics ability</p> <p>Grapheme, phoneme, blend, sound, say, segment, digraph, trigraph, friendly sounds, sentence, capital letter, full stop, question mark.</p> <p>During phonics, literacy and reading time match the graphemes to the phonemes, words given to read during reading and phonics lessons. Writing digraphs and graphemes in writing lessons and phonics lessons. Tricky words introduced and recapped, daily opportunities to write.</p>	<p>said so have like some come love do were here little says there when what one out today</p> <p>Read books matching their phonics ability</p> <p>No new tricky words are taught. Pupils revise all the tricky words learned.</p> <p>Grapheme, phoneme, blend, sound, say, segment, digraph, trigraph, sounds, syllable, sentence, capital letter, full stop, question mark.</p> <p>During phonics, literacy and reading time match the graphemes to the phonemes, words given to read during reading and phonics lessons. Write digraphs, trigraphs, graphemes in sentences or captions. Tricky words recapped.</p>	<p>there when what one out today</p> <p>Re-read what they have written to check that it makes sense.</p> <p>No new tricky words are taught. Pupils revise all the tricky words learned.</p> <p>Grapheme, phoneme, blend, sound, say, segment, digraph, trigraph, friendly sounds, syllable, sentence, capital letter, full stop, question mark.</p> <p>Children given sentences to read and write to match the taught graphemes. Children given tricky words to read and write.</p>
Writing YR	<p>Writes their name - copying it from a name card or trying to write it from memory. Develop an awareness that writing communicates meaning. Gives meaning to marks they make.</p> <p>Listen, speak, speaking, writing, mean, explain, what.</p> <p>Carpet time, use of the role play area, small group work modelling speaking skills, reminders to listen to and join in, reading books as a class, using the class book area, model writing during class inputs, name boards,</p>	<p>Continuing to develop a phoneme / grapheme relationship. Now has increasing control when making marks and drawing. Copies adult 'writing behaviour' e.g. writing on a whiteboard, writing messages. Uses some recognisable letters and own symbols such as their name or some initial sounds.</p> <p>Copy, trace, same, drawing, picture, neat, phoneme, grapheme, symbols, marks, letters, name, writing.</p> <p>Roleplaying resources, a mark making area or access to paper and writing tools,</p>	<p>Children recording letters for initial sounds and end sounds. Children building and recording simple CVC words.</p> <p>Writing, initial sounds, hear, phoneme, listen, tune in, end sound, sound at the end.</p> <p>Children given opportunities during writing lessons and during choosing time to write the initial sounds they can hear, modelling writing initial sounds during shared inputs. Children moving onto hearing end sounds once ready.</p>	<p>Children build CVC, CVCC words using known graphemes. Children recording these. Use writing in their play. Some children moving onto caption writing if ready.</p> <p>Words, writing, sounds, phoneme, graphemes, sounding out, independently, sound talk, sound buttons, roleplay.</p> <p>CVC writing activities during guided group work and as independent challenges in the classroom, modelled during shared inputs, roleplay areas to have writing materials</p>	<p>All children being exposed to caption writing and simple sentence writing and extended to copy or create a simple caption e.g. it is a bus. Continue to build on knowledge of letter sounds in writing.</p> <p>Writing, sounds, letter sounds, graphemes, phonemes, mark making.</p> <p>New phonemes and graphemes introduced during phonics lessons, sound mats used in literacy lessons and within class provision, a range of literacy tasks and writing activities during guided</p>	<p>Children writing for a range of purposes e.g. non-fiction and fiction writing. Write short sentences sometimes using finger spaces, capital letters and full stops.</p> <p>Instructions, recipe, story, non-fiction, fiction, information book, sentences, letter sounds, capital letters, finger spaces and full stops.</p> <p>Children writing for a range of different purposes such as fact files, stories, recipes, instructions. Modelling writing sentences in sequence with the correct punctuation – children</p>

	write their name on sheets and in their writing book.	modelling writing during shared inputs and writing sounds 'out loud'. Children have access to sound boards in the class.	Children moving onto CVC words once ready.		group work drawing on previously read texts.	reminded to include this verbally or pictorially.
Compositional skills YR	Forming the basic understanding of compositional skills through talk - to organise my play and describe events and special occasions. Experiences, events, Compose, talk, describe, tell, birthday, party, Christmas, roleplay, mums and dads, babies. Listening to stories, joining in with class discussions, talking to friends or in guided groups including the teacher.	Understands that thoughts and stories can be written down from what has been modelled to them. Use talk to link ideas during conversation and play as well as clarify their thinking and feelings. Roleplay, feelings, happy, sad, story, message, stories, text. Listening to stories, joining in with class discussions, talking to friends or in guided groups including the teacher, Roleplaying with others and acting out stories, modelling writing down ideas as a shared input.	Orally sounding out CVC words. Breaking down words to ensure they've remembered all of the sounds. Oral, out loud, sentence, rehearse, repeat, check, re-read. Modelling composing words and breaking them down into CVC words. Writing activities based on CVC words. Higher ability children challenged to put their CVC word into a sentence.	Orally compose a caption and hold it in memory before attempting to write it. Oral, out loud, sentence, rehearse, repeat, check, re-read. Modelling composing captions with the guidance of the class, children repeating your sentence back to you as a whole class, supporting children to orally compose a sentence during guided literacy tasks.	Write a simple sentence. Firstly focusing on including finger spaces. Oral, out loud, sentence, rehearse, repeat, check, re-read, writing, full stop, punctuate, end, finger space. Modelling composing simple sentences with the guidance of the class, children repeating your sentence back to you as a whole class, supporting children to orally compose a sentence during guided literacy tasks.	Write sequenced simple sentences with some finger spaces – working towards including a capital letter and full stop. Oral, out loud, sentence, rehearse, repeat, check, re-read, writing, full stop, punctuate, end, story, capital letters, finger spaces. Writing activities based around a class story – retelling and innovating, modelling the use of capital letters, finger spaces and full stops and verbally or pictorially reminding children to use these.
Development of Spelling YR	Orally segment simple words e.g. cat, dog. Write their name copying it from a name card or trying to write it from memory. Segmenting, phonemes, graphemes, sounds, name writing, copy, trace, formations. 'Robot talk' to segment sounds in words, writing their names on sheets or in books.	Orally spell VC and CVC words by identifying the sounds. Write their own name. Segmenting, phonemes, graphemes, sounds, name writing, copy, trace, formations, three sounds, sound buttons. Phonics lessons based on orally segmenting words, writing names on sheets and in books during all activities.	Sounding out to write VC and CVC words independently using Phase 2 graphemes. Segmenting, phonemes, graphemes, sounds, name writing, copy, trace, formations, three sounds, sound buttons, spelling. Literacy activities based on writing VC and CVC words. Phonics writing activities writing words with known graphemes.	Sounding out to write VC, CVC and CVCC words independently using Phase 2 and Phase 3 graphemes. Children can spell some tricky words e.g. the, to, no, go* independently. Segmenting, phonemes, graphemes, sounds, copy, trace, formations, three sounds, sound buttons, tricky words. Literacy and Phonics writing activities writing words with known graphemes, Sentence writing including tricky words.	Children using the knowledge and understanding of phoneme – grapheme correspondence to spell words. Make phonetically plausible attempts when writing unknown words that cannot be sounded out with only Phase 2 and 3 knowledge. Segmenting, phonemes, graphemes, sounds, copy, trace, formations, three sounds, sound buttons, tricky words. Literacy and Phonics writing activities writing words with known graphemes, Sentence writing including tricky words.	Make phonetically plausible attempts when writing unknown words that cannot be sounded out with only Phase 2 and 3 knowledge. Spelling Phase 4 words if ready. Spell tricky words e.g., he, she, we, be, me* independently. Segmenting, phonemes, graphemes, sounds, sound buttons, tricky words, independent. Literacy and Phonics writing activities writing words with known graphemes, Sentence writing including tricky words.

<p>Development of Handwriting</p>	<p>Know that words around me mean something and can be written by my classroom adults and me. Notices the direction English is written - left to right and top to bottom. Children draws lines and circles, basic shapes and pictures. Children writing their name with the beginning of some correct formations.</p> <p>Story, print, text, illustration, pictures, reading, left to right, drawing, making, marks, lines, circles.</p> <p>Daily handwriting lessons based on shapes and lines, daily reminders and recaps on how to hold a pencil.</p>	<p>Children form letters from their name mostly correctly. Children understand that we write from left to right and top to bottom. Children using 'pinch and flick' as a method to hold their pencil in a supportive grip for effective writing.</p> <p>Pencil grip, pinch and flick, letters, formations, trace, copy, formation rhymes, spaces, finger spaces.</p> <p>Daily handwriting lessons based on letter formation progression, daily reminders and recaps on how to hold a pencil.</p>	<p>Children are beginning to show a dominant hand. Children begin to form more recognisable letters – although they may not 'start' in the correct place.</p> <p>Pencil grip, pinch and flick, letters, formations, trace, copy, formation rhymes, spaces, finger spaces, hand, left to right, follow the page.</p> <p>Daily handwriting lessons based on letter formation progression, daily reminders and recaps on how to hold a pencil, children wiring in a literacy book.</p>	<p>Children hold their pencil effectively to form recognisable letters. Children building a repertoire of correct formations through weekly handwriting formation lessons.</p> <p>Pencil grip, pinch and flick, letters, formations, trace, copy, formation rhymes, hand, left to right,, lazy letters, tall letters, on the line, under the line.</p> <p>Daily handwriting lessons based on letter formation progression, daily reminders and recaps on how to hold a pencil, children wiring in a literacy book on lines.</p>	<p>Children now form most lower-case letters correctly, starting and finishing in the right place. Children are beginning to include spaces between words.</p> <p>Pencil grip, pinch and flick, letters, formations, trace, copy, spaces, correct formations.</p> <p>Daily handwriting lessons based on letter formation progression, daily reminders and recaps on how to hold a pencil, children wiring in a literacy book on lines and using finger spaces.</p>	<p>Children using a tripod grip to confidently write letters that can be clearly recognised. Children are forming some capital letters correctly.</p> <p>Pencil grip, pinch and flick, letters, formations, trace, copy, capital letters, correct, writing.</p> <p>Daily handwriting lessons based on letter formation progression - to include capital letters, daily reminders and recap on how to hold a pencil, children wiring in a literacy book on lines and using finger spaces and capital letters.</p>
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Typical Writing development across the Nursery, Reception Year and beyond.

	1. Pre writing		2. Letter strings			3. Early developmental spelling	
Early Steps	<p>I explore making marks, but I do not communicate meaning. Random scribbling.</p> 	<p>I draw pictures. I use lines to look like writing. Scribble writing Left to right direction I begin to assign meaning.</p> 	<p>I write symbols and shapes that look like writing. I assign meaning to the marks Attempts to write name</p> 	<p>I write random letters with no connection between letters and sounds. I talk about my writing. Writes name from memory</p> 	<p>I use letter strings which travel from left to right and top to bottom. I attempt to 'read' my writing.</p> 	<p>I write letters with spaces between them to resemble the idea of words.</p> 	<p>I copy words that I see in the environment around me. I often do not know what the words say.</p> 
Developing Writing Words	<p>I am beginning to hear initial sounds and attempt to write these down. m - mum letter for name</p>	<p>I can hear initial sounds in words and write the letters down to match. c - cat d - dog p - pig</p>	<p>I can write short strings of letters to represent words. Two or three letters in sequence. Hearing /writing final sounds first and then medial. Left to right. muy - mummy sbr - strawberry</p>	<p>I can spell out and write down vc cvc words by matching letters and sounds. at in up cat dog pig</p>	<p>I can write High Frequency decodable and tricky words from memory. mum dad. and can I go to the no into</p>	<p>I can spell out words with consonant clusters, vowel digraphs and trigraphs. buzz fill. mess ship. chip thing rush boat sheep now soil chair night. Pure.</p>	<p>I write more challenging words with a sound knowledge of Phase 2, 3 and 4 phonics. Plausible attempts Phase 2, 3 and 4 HF words Adjacent consonants</p>
Developing Writing Sentences	<p>I can formulate and say a simple sentence for writing.</p>	<p>I can orally compose a sentence and hold it in my memory before I start to write it.</p> <p>Repeats & recalls</p>	<p>I can write a series of beginning letters and sounds for my phrase. There may be no spaces between words. Begins to be readable to others.</p> 	<p>I can recall the order of words in my sentence. I start to put finger spaces between my words and to use known words. Writing is readable. I start to read my sentence.</p> 	<p>I can write a sentence with a full stop and capital letter. I can re-read it and check that it makes sense. Others can read my sentence.</p> 	<p>I can write spaces between all the words in my sentences. Some punctuation may be used. Medial and end sounds evident including vowels in my spellings.</p> 	<p>I can write two or more sentences using real spellings and silent letters. Most sentences have the correct beginning and end punctuation.</p> 
Text forms and purposes	<p>I attempt to write simple labels.</p>	<p>I can write simple labels</p>	<p>I can write simple lists.</p>	<p>I can write short captions and messages. I can write lists, greeting cards and menus.</p>	<p>I can write captions I can write instructions. I can write postcards.</p>	<p>I can write simple stories with a beginning, middle and end. I can write a letter.</p>	<p>I can write stories with narratives and storytelling language. I can write at length.</p>

Mathematics

Statutory Guidance from the EYFS Framework for Mathematics:

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 small pebbles and tens 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.

Early Learning Goals:

- 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 doubling 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.

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
White Rose Maths EYFS Overview Coverage for the Year:	Getting to Know you: Build trusting relationships -Ensure children have good levels of well-being and involvement to be ready to learn. Match, Sort and Compare: - -Matching objects -Match pictures and objects -Identify a set -Sort objects to a type -Exploring sorting techniques -Create sorting rules -Compare amounts Talk about Measures and Patterns: Compare size -Compare mass -Compare capacity -Explore simple patterns -Copy and continue simple patterns	It's me 1,2, 3! Find 1, 2 and 3 -Subitise 1, 2 and 3 -Represent 1, 2 and 3 -1 more -1 less -Composition of 1, 2 and 3 Circles and Triangles : - -Identify and name circles and triangles -Compare circles and triangles -Shapes in the environment -Describe position 1, 2, 3, 4, 5: Find 4 and 5 -Subitise 4 and 5 -Represent 4 and 5 -1 more -1 less -Composition of 4 and 5 -Composition of 1 – 5 Shapes with 4 sides:	Alive in 5: Introduce zero -Find 0 to 5 -Subitise 0 to 5 -Represent 0 to 5 Mass and Capacity Compare mass -Find a balance -Explore capacity -Compare capacity	Growing 6,7,8: -Find 6,7,8 -Represent 6,7,8 -1 more -1 less -Composition of 6, 7, 8 Length, Height and Time: Explore Length -Compare Length -Explore Height -Compare Height Building 9 and 10 Find 9 and 10 -Compare numbers to 10 -Represent 9 and 10 - Conceptual subitising to 10 Explore 3D shape -Recognise and name 3D shapes -Find 2D Shapes within 3D shapes -Use 3D Shapes for tasks	To 20 and Beyond: -Build Numbers beyond 10 (10 – 13) -Continue patterns beyond 10 (10 -13) -Build numbers beyond 10 (14 – 20) How Many Now? -Add more -How many did I add? -Take away -How many did I take away? Manipulate, compose and decompose - Select shapes for a purpose - Rotate shapes -: Manipulate shapes - Explain shape arrangements	Sharing and grouping - Explore sharing - Sharing (2 lessons) - Explore grouping Step 4: Grouping - Even and odd sharing (2 lessons) - Play with and build doubles (2 lessons) -Checkpoints Visualise, build and map - Identify units of repeating patterns - Create own pattern rules - Explore own pattern rules - Replicate and build scenes and constructions - Visualise from different positions - Describe positions

	-Create simple patterns	Identify and name shapes with 4 sides. -Combine shapes with 4 sides -Shapes in the environment -My day and night		-3D Shapes in the environment	- Compose shapes - Decompose shapes - Copy 2-D shape pictures - Find 2-D shapes within 3-D shapes (2 lessons) - Checkpoints	Step 4: Give instructions to build - Explore mapping - Represent maps with models - Create own maps from familiar places - Create own maps and plans from story situations - Checkpoints Make connections - Deepen understanding - Patterns and relationships - Consolidation
Mathematical knowledge regularly revisited	Routines, comparing measures, verbally counting including when singing rhymes. Now, next, after that, smaller, larger, smallest, largest, number names, words to numbers songs. Using a visual timetable to explain the day, water tray exploration, balance scale exploration, singing number rhyme songs daily including props and actions – fingers.	Count objects, actions, and sounds. Introduction of subitising. Number names, count, without counting, how many. Model counting objects correctly and incorrectly. Count my claps. Count how many coins in the pot with eyes closed. Dot cards to subitise with.	Subitising to 5. 2D shapes, One more and one less. Count, without counting, how many, shape, shape names, flat, sides, corners, smooth, one more, one less, adding one, taking one, bigger, smaller. Dot cards to subitise with, 2d shapes in provision and around the classroom for children to find, number lines in the classroom for children to model one more and one less, starter activities to recap prior learning.	Explore the composition of numbers to 10 Subitise (intro to conceptual) Recall number bonds 0-10. Number, number names, addition, count, without counting, how many, number bonds. Dot cards to subitise with, tens frames with numbers to 10 for children to use, exploration of each number – working systematically to find all the ways to make each number.	Explore the composition of numbers beyond 10 Subitise (conceptual) Automatic recall number bonds 0-10 Number, number names, count, addition, larger, smaller, odd, even, more, less, number bonds Continue to access mathematical continuous provision – tens frames, numicon, using Subitising dot plates and images, number bond songs and using fingers to find answers.	Explore sharing and grouping. Explore doubles. Subitise (conceptual) Automatic recall number bonds 0-10 Number, number names, count, addition, larger, smaller, odd, even, more, less, number bonds, share, group, double. Continue to access mathematical continuous provision – tens frames, numicon, using Subitising dot plates and images, number bond songs and using fingers to find answers.
Ongoing Mathematical skills developed throughout the reception year	Linking the number symbol with its cardinal number value. Counting beyond ten. Comparing numbers. Understanding the ‘one more/one less than’ relationship between consecutive numbers. Comparing length, weight, and capacity. Select, rotate, and manipulate shapes to develop spatial reasoning skills. Composing and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.					

Understanding the World

Statutory Guidance from the EYFS Framework for Understanding the World:

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.

Early Learning Goals:

- 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 experience 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, non-fiction texts and (where appropriate) 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 season and changing states of matter.

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Characteristics of effective teaching and learning	<p>The EYFS statutory framework (2021) outlines in planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.</p> <p>Three characteristics of effective teaching and learning are:</p> <ul style="list-style-type: none"> • playing and exploring - children investigate and experience things, and 'have a go' • active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. 					
R.E – Religious Education <i>LDBS Syllabus for Religious Education</i>	<p>Throughout the year the children will work through the LDBS syllabus for R.E. They will learn about different religions, views and values through special places, books, people and objects. R.E will be taught through stories and practical activities and children will explore religion through discussion points where they will have the chance to express their own feelings and experiences of religion. The subject 'R.E – Religious Education, links to the EYFS curriculum through PSED and UTW.</p> <p>Religion, Christian, special, people, books, places, church, synagogue, mosque, worship, feelings, similar, different</p> <p>Children learning about a range of faiths and their similarities and differences. Children visiting places of worship. Children being immersed in festivals and religious celebrations.</p> <p>Children attending the whole school church service every half term, weekly church assembly and weekly collective worship.</p>					
Past and Present YR	<p>Children talk about members of their family and the relationship to them e.g. Mum, Dad. Children know that you can find out information from different sources</p> <p>Family, relationships, Mum, Dad, sister, brother, grandma, grandad, friends, information, book</p> <p>Children joining in with discussions and stories about family. Children focusing on work based on</p>	<p>Children use the language of time when talking about past and present events in their own lives and in the lives of others including people they have learnt about through books. Children find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali.</p> <p>Last week, yesterday, a long time ago, last year,</p>	<p>Children visually represent their own day on a simple timeline. Children make observations or find information about different locations and places. They recognise, know, and describe features of a studied location. Understand some changes in the natural world around them, including the seasons.</p> <p>Timeline, day, week, first, last, them, next, days of</p>	<p>Children talk about and understand changes in their own lifetime and what happens when they get older. Children describe images of familiar situations in the past when looking and contrast images or stories. Children are taught about growth and change</p> <p>Changes, baby, toddler, child, teenager, adult, elderly, ages. Images,</p>	<p>Children recount an event that has happened. Children talk about roles people have in society (both in the present and past). Children understand the need for these roles.</p> <p>Event, special, what happened, then, next, Key worker, job, help, helpful, community, police, fire service, doctor, dentist</p> <p>Discussions around events we have had at school such as school trips, visits etc.</p>	<p>Children can order experiences that have happened to them and in stories they have read. Children are confident in comparing and contrasting the past and present and can describe and ask questions about old and new. They notice similarities and differences independently and talk about these.</p> <p>First, then, next, after that, finally, story. Images,</p>

	<p>'all about me' and their family and friends. Adults modelling how to find information using a range of sources. Adults giving children access to books to find information.</p>	<p>before I was born. History, past, celebrations, festivals. Discussions around past and present – events such as celebrations, remembrance day (war). Adults providing opportunities to explore a range of festivals and celebrations.</p>	<p>the week – names. Technology, search, internet, Antarctica, desert, changes, water, ice, seasons. Children learning about the days of the week. Children having a visual timetable. Children completing practical activities visually representation their week. Adults modelling using technology. Children having access to the technology to find information.</p>	<p>pictures, past, present, same, different, grow. Learning about life cycles of animals, learning about how we grow and change as people. Children exploring images from the past through stories. Adults providing activities and inputs based on changing and growing. Reading stories such as 'Peepo'.</p>	<p>Adults providing experiences, activities and inputs in the people in society in the present and in the past. Children comparing the past and present.</p>	<p>pictures, past, present, change, different, people, places, time, compare, comparison, same. Adults prompting children to order experiences and stories verbally or in a written method. Children provided with images to compare with past and present. Discussions around past and present</p>
People, Cultures and Communities YR	<p>Children respect special things in their own lives. Special, teddy, photo, people, toy. Children taught about respect, children taught about respecting special things and what this might mean to different people.</p>	<p>Children recognise that people have different beliefs and celebrate special times in different ways. Children recognise some environments that are different to the one in which they live. Belief, religion, special, special book, celebrate, celebration, different, same, cold, landscape related vocabulary. Children taught about respect, children taught about different beliefs and special times for different people.</p>	<p>Children understand what curiosity is and importance of asking questions. Children find out about other countries and people through non-fiction texts, stories, visitors, celebrations. Questions, why, country, community, where I live, story, visitor, celebrations. Children taught about respect, children taught about curiosity, asking questions and why we need to learn.</p>	<p>Children understand what curiosity is and importance of asking questions. Children find out about other countries and people through non-fiction texts, stories, visitors, celebrations including Easter. Questions, why, country, community, where I live, story, visitor, celebrations. Children taught about respect, children taught about curiosity, asking questions and why we need to learn.</p>	<p>Children know that different places are special to different people. Special, places of worship, churches, map, park, shops etc. Children taught about respect and how we can respect special places.</p>	<p>Children can compare and contrast different places. Children show respect to one another and to animals. Same, different, similar, features, environment, hot, cold, care, look after, vets, food, water. Children taught about respect and caring for animals and pets</p>
Natural World YR	<p>Children learn about the seasons and know it is Autumn. Children talk about the seasons and have some understanding about the changes that happen in the world. Autumn, day, dark, light, Winter, night, season, Moon, Sun, lighter, darker, shadow Exploring seasons through stories, videos, books.</p>	<p>Children identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and paper. Children are beginning to understand what 're-cycle' means and why we should do it. Material, wood, plastic, glass, metal, paper, recyclable, hard, soft, rough, smooth, shiny</p>	<p>Children can describe an animal using some scientific vocabulary. Children have an understanding of some animal habitats and can describe them and who lives in them. Polar animals (Penguin, Arctic fox, Orca, Elephant seal, Polar Bear, Snowy Owl), frozen, camouflaged, survival.</p>	<p>Discussions around human lifecycles and how we grow and change – children understanding how they have grown and how they will continue to grow. Looking at how they look and people older than them look – what is the same and what is different. Naming body parts and how to keep ourselves healthy.</p>	<p>Children can name parts of a plant and what it needs to grow as part of the current topic. Children can grow their own plants and look after them. Children observe the plants and trees around them and how they change. Children are developing a good understanding of a lifecycle as part of the topic.</p>	<p>Children are confident at naming a range of animals and where they live (habitat) and can sort some animals into the country they live in. Children care for and look after animals and encourage others to do so. Children can compare animals and observe their changes (Lifecycles) Pond, garden, woodland, seaside, habitat, wild,</p>

	Making a record of the seasons or weather such as a weather chart, seasons booklet etc.	Exploring the materials as a class – naming them. Exploring the properties of these materials through continuous provision and whole class inputs. Reading and investigating what recycling means and how we can recycle.	Exploring animals and labelling them. Exploring what animals need to survive and how that changes depending on the environment they are in.	Hygiene, healthy, nonhealthy, grow, change, germs, 5 senses, teeth brushing, dentist, face, hair, leg, human, knee, arm, elbow, back, head, toes, ear, hands, eye, fingers, mouth, nose, parent, baby, child, adult, grandparent Continue with the work on seasons and weather from the Autumn term. Discussions and inputs around growth and changes in the human body. Learning about healthy eating and how the body works.	Tulip, daffodil, bluebells, crocuses, snowdrops, dandelions, buttercups, daisy Plant, stem, leaf, roots, bulb, shoot, seed, growth flower, trunk, branches. life cycle, egg, caterpillar, chrysalis, cocoon, butterfly, water, food, air Exploring plants and the parts of the plants, looking at lifecycles of plants, identifying plants.	wildlife, native, woodland, birds, (owl, duck), insects/bugs/ minibeasts (lacewing, ladybird, woodlouse, bee, wasp, spider, tarantula, earthworm, snail, millipede, butterfly, caterpillar, microhabitats, Identifying, observing and exploring animals – in person, through books, videos etc.
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Expressive Arts and Design

Statutory Guidance from the EYFS Framework:

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.

ELG: Creating with Materials Children at the expected level of development will: - 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.

ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Development of Children's Mark Making and Drawing YR	Learning how to grip a pencil and making marks through a range of shapes e.g. lines and circles. Children are giving meaning to marks they have made. Grip, pinch and flick, tight, loose, hand, lines, circles, shapes, copy, explain Mark making area, Workshop and creative areas, modelling how to use equipment safely.	Observational drawings linked to the current topic (e.g. Autumn). Begin to understand how to use shapes to represent objects. Observe, copy, look, notice, shape, colour, lines, represent. Mark making area, Workshop and creative areas, modelling how to use equipment safely,	Convey emotions in their pictures/ drawing e.g. happiness, sadness. Draw with increasing complexity and detail e.g. adding eyes, nose, mouth to pictures. Emotion, feeling, detail, features, circles, shapes, lines, colour Mark making area, Workshop and creative areas, modelling how to	Continue with the development with observational drawing e.g. linked to Spring. Observe, copy, look, notice, shape, colour, lines, represent, flower, daffodil. Mark making area, Workshop and creative areas, modelling how to use equipment safely, Modelling observational	Continue with the development of observational drawing linked to the theme. Continue to develop the accuracy and detail in their drawing. Observe, copy, look, notice, shape, colour, lines, represent, flower, sunflower, Van Gogh. Mark making area, Workshop and creative	Children discussing their work and the details used on their illustrations and showing lots of detail on these. Detail, explain, thick, thin, colour, observe, notice, like, dislike, reason. Mark making area, Workshop and creative areas, modelling how to use equipment safely, Modelling observational skills, the use of colour,

		Pumpkins, leaves on Creative table, modelling observational skills.	use equipment safely, Modelling adding finer details, using the work of Miro.	skills and the use of colour.	areas, modelling how to use equipment safely, Modelling observational skills, the use of colour and taking care and time.	adding finer detail and explaining your art work, questioning children about their work.
Development of use of Colour YR	(Knowledge) Know the names of many colours and uses these in their work. Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark. Discussing colour names during play and discussions.	(Skill) Explore a range of colours and how colours can be changed e.g. colour mixing. Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark. Paints available to children, modelling mixing colours, prompting children to identify dark and light colours in play and discussions.	(Skill) Explore the colour work of the artists studied this term. Purposely choosing a colour when creating. Wash background, water colour, water, paint, light, dark, bold, faint, Joan Miro, combine, mix. Modelling making a wash background, discussing use of colour and shape and light and dark colours.	(Skill) Exploring the colour work of Andy Goldsworthy – Nature. Colours, colour names, nature, outside, style, similar, Any Goldsworthy, leaves, grass, soil, mud. Using a colour chart and paint chart outside to identify colours.	(Skill) Exploring how to change colours through colour mixing and how white and black can change a colour. Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark, shades. Exploring black and white and how it can change a colour, a range of colours available on the painting table for children to explore.	(Skill) Planning ahead on which colours they will use and giving a purpose and reason for the colours they've used. Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark, purpose. Creative area with paints set up for children to access and colouring pencils and crayons, a range of art work examples.
Development of the use of Paint YR	Exploring the painting area within the classroom, using the area independently or with support and using techniques of Artists studied this term. Paint, painting, colour, choice, splatter, flick, Jackson Pollock. Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of Jackson Pollock's work, teacher modelling of work.	Knowing pictures do not need to use multiple colours. Working on choosing particular colours for the painting they are creating. Paint, painting, colour, choice, Yves Klein Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of Yves Klein's work, teacher modelling of work.	Developing an understanding that there are different types of paint and that paint can be added to, to change its colour and consistency e.g. sand. Paint, painting, colour, choice, type, poster, ready mix, acrylic, powder, water colour, sand, glitter. Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of a range of media through modelling and then in provision.	Children continuing to become more confident and independent when painting and using the skills and techniques they've been taught and seen through a range of artists. Paint, painting, colour, choice, mix, new, primary and secondary Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of mixing paints to make new colours	Continue to develop a wide range of experience with using paint on a small and large scale. Explore using different brush types and noticing artists who also do this. Paint, painting, colour, choice, surface, paper, card, brushes, thick, thin, difference. Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of a range of media.	Children knowing what they want to paint and why using their imagination and feelings – they can explain why they've chosen their materials and how they may do it differently next time. Paint, painting, colour, choice, inspiration, feeling, emotion, imagination, observation, evaluate, like, dislike, change, similar, different, improve, better. Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of a range of media.
Development of Printing YR	Children exploring printing through access to paint to print with their hands and fingers and knowing they are allowed to do this. Print, paint, choice, hands, feet, fingers, smudge, clear print.	Children being introduced to larger printing tools to be used indoors and outdoors. Print, paint, choice, smudge, clear print, sponge, rollers, shapes,	Children exploring printing tools – both natural and man made e.g. leaves and ear buds. Print, paint, choice, smudge, clear print, objects, leaves, pine cones, flowers.	Children exploring how patterns can be printed. Print, paint, choice, smudge, clear print, objects, patterns, environment, world, nature.	Children printing using a range of media, independently printing patterns including symmetrical patterns. Print, paint, choice, smudge, clear print, symmetry, the same,	Children printing pictures using the skills and knowledge learnt throughout the year. Print, paint, choice, smudge, clear print, ideas, explain, reason, why.

	Printing materials explored together as a class and on offer in provision.	Mondrian, primary colours, Kandinsky. Printing materials explored together as a class and on offer in provision. Mondrian's work explored together as a class.	Printing materials explored together as a class and on offer in provision. Exploration of natural materials – bring in from outside to print.	Printing materials explored together as a class and on offer in provision. Exploration of natural materials – bring in from outside to print. Teaching of repeating patterns.	pattern, butterfly, shape, colour. Exploration of symmetry using a mirror, a line to repeat on each side, symmetrical butterfly printing explored and then left in provision.	Printing materials in provision for children to use independently.
Development of the use of Textiles and Materials YR	Children exploring a variety of materials Materials, textures, fabric, play-dough, natural, soft, hard, bendy, rough, smooth. Exploration of a range of materials and their functions, creative areas.	Children being shown how to use junk modelling materials to build and construct models. Materials, textures, junk, modelling, build, tower, structure, higher, lower, taller, shorter, stronger, sturdy, glue, sellotape. Junk modelling materials available in class, different functions of glue explored with class.	Exploring different types of materials and what their properties and uses are. Materials, textures, clothing, winter, warm, thick, soft, insulate, hot, cold, wool, cotton. Exploration of a range of materials and their functions, materials available in creative areas, winter clothing available outside to be explored with outdoors.	Learning what a collage is and how we can collage using different materials and which ones work best and look most effective. Materials, textures, collage, Eric Carle, play dough, flour, Collage exploration, collage materials available to class.	Children being taught how to weave, looking at man-made weaving materials as well as natural weaving materials e.g. leaves with holes and dandelions. Materials, textures, weaving, instructions, in and out, natural, manmade, pattern. Weaving demonstrated to the class, weaving materials available in provision,	Children continuing to learn to weave and exploring weaving. Materials, textures, natural, leaves, thread, , weaving, in and out. Modelling and instructions on how to weave with links to how to sew.
Development of modelling and 3D work YR	Children being shown the loose parts in the class and being shown how they can be used. Transient art, loose parts, moveable, creation, colour, shape, patterns. Exploration of loose parts, modelling of how they can be used, images of ideas.	Children being shown how to use simple joins when using different materials to create Joins, materials, 3D, 3D work, sellotape, masking tape, sellotape, glue stick, stronger, hold. Exploration with the class of different ways to join materials and which is the best method for which material.	Children making models and creations for their own pleasure and for events and celebrations. Celebrate, bunting, paper chains, joins, glue, paper, card. Reading stories about celebrations, exploring pre-made paper chains, exploring the process of paper chains, making cards and other decorations.	Children exploring how natural resources can be manipulated to make 3d sculptures. Natural art, nature, patterns, outdoors, Andy Goldsworthy, style, copy, similar. Going outside to see living art and nature, creating repeating patterns with nature, building with natural objects outdoors.	Children specifically using certain materials for their own ideas. Props, puppets, folding, technique, fan, book, material, feather headdress. Exploration of puppets, discussing and modelling ways to make puppets, looking at folding techniques together – modelling and giving children the materials to access, giving children a range of materials to access from.	Children having the skills and understanding to use a range of tools and materials to join, assemble and build models and 3D work. Tools, techniques, join, assemble, materials, glue, folds, sellotape, adapt, change, review, explain. A range of tools, materials, textiles available for children to access using the taught methods shown to them across the year.
Development of Cutting skills YR	Children being shown how to scissors to make snips safely. Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper.	Children building confidence and skill in using scissors. Tools, cutting, scissors, care, safety, equipment, snips, small snips, large	Children building confidence and skill in using scissors. Tools, cutting, scissors, care, safety, equipment, snips, small snips, large	Children building confidence and skill in using scissors Tools, cutting, scissors, care, safety, equipment, snips, small snips, large	Children using scissors independently and safely. Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper,	Children using scissors to support them in their creations. Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips,

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