



God wants me to be the best me I can be

EYFS Areas of learning	Autumn 1 DFE baseline Reception pupils	Autumn 2
Initial topic (then children's interests will flow through provision)	<p style="text-align: center;">All about me</p> <p>In this topic, children will be learning about themselves, their families and think about aspirations for the future. They will be able to link this to God's plan for them and begin to use our school moto "God wants me to be the best me I can be." They will have the opportunity to participate in practical activities in provision.</p>	<p style="text-align: center;">Festivals and Cultures</p> <p>In this topic, children will look at the different festivals and cultures. We will be focusing on Autumn and Bonfire night. Diwali- Continue work and celebrations work. Christmas topic will run towards the end of the 2nd half term</p>
Key Texts	<p>Various texts from Lancashire topic box: Theme All about me</p> <ul style="list-style-type: none"> • Friendship • God's creation story • Colour Monster • Elmer • Rainbow fish • Brave Lion, Scared Lion • Rubys worry • Diwali • Family- A family is like a cake. • Room on the Broom. 	<p>Various texts from Lancashire topic box: Festivals and Cultures</p> <ul style="list-style-type: none"> • Autumn- The leaf Thief • Bonfire night • Safety at Bonfire night • Can't you sleep little Bear – Courage • The nativity story • Seasons- Autumn/ Winter • Christmas focused activity. • Little Acorn • The Squirrels busy day.
Phonics/Literacy		Phonics-Nursery- Nursery Story



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<p>Reading, Comprehension, Writing</p>	<p>Phonics-Nursery Introduction to rhyming words, what's in the bag daily language game, naming sounds, linking objects to sounds. Continue with</p> <p>Writing-experiments with mark making, patterns, letters. Learning to recognise own name.</p> <p>Phonics-Reception- Speed sounds set 1 and work time m a d t i n p g o c k u b f l h Ruth Miskin Lessons daily Forming letters accurately Writing own name and a few familiar words. Making words using magnet boards Oral blending-Fred talk/ Fred in my head.</p>	<p>Repetitive stories and rhymes</p> <p>Children to continue learning Set 1 sounds- h, r, j, v, y, w, z, x, sh, th, ch, qu, ng, nk Children will learn to read Green word cards and red words (tricky ones) Red ditties book-reading and writing</p> <p>Children to use regularly planned fine motor activities to support their pencil grip, Dough disco, threading, tweezer work, peg boards, patterns, etc.</p> <p>-Introduce Letter-join- to support letter formation and fine motor skills.</p>
<p>Maths</p>	<p>Introduction to Number blocks: 1,2,3,4,5 Children will learn to recognise the numbers, make them using different media and objects, sing about them and write them.</p> <p>Following RED Rose maths- Use number blocks for children to recognise, order, subitise and use ten frames to accurately count to 5. Focus on counting objects, actions and sounds.</p>	<p>Introduction to Number blocks 6,7,8,9,10</p> <p>Focus on counting objects, actions and sounds.</p> <p>Practise Subitizing with numbers up to 6. Link the number symbol (numeral) with its cardinal number value. Count beyond ten</p> <p>Revisiting numbers from number blocks reinforcing the number names.</p>



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	<p>Introduce Rosie Posie</p> <p>Practise Subitizing with numbers up to 5. Link the number symbol (numeral) with its cardinal number value. Count beyond ten orally.</p> <p>Revisiting numbers from number blocks reinforcing the number names. Provision planned around focus number- weekly. Recording counting in different ways.</p> <p>Looking at the seasons link with UTW</p>	<p>Continue using Rosie Posie- Problem solving with number.</p> <p>Recording counting in different ways. Provision planned around focus number- weekly.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.</p> <p>Nursery- To look at number blocks to 0-5 Nursery to take part in key learning of weekly numbers.</p>
CLLD	<p>Vocabulary: Children will learn some new key words from the text and will use language across provision. Children will engage in story time daily. Children will engage with non-fiction books through our topic theme. Recall main events and characters from the story.</p> <p>Develop listening and speaking skills in provision, through role-play and language sessions.</p>	<p>Vocabulary: Children will revisit any previously taught vocabulary frequently and will continue to learn and practise using it in a range of contexts.</p> <p>Children will be able to retell stories using key words from the text and demonstrate an understanding of what has been read to them.</p> <p>Opportunities to develop speaking and listening throughout whole class, group activities and in provision.</p>
PSED	<p>Starting school/my new class/new beginnings/ what I am good at/ my family/being kind What am I good at? Being kind Emotions</p>	<p>Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>



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	<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. Encourage children to talk openly about their feelings: I feel happy when -----</p> <p>Reception Following SCARF Planning- Children to be taught specific topics for children to familiarise themselves with various emotions, feelings and key learning.</p> <p>Valuing Difference- SCARF I'm special, you're special, Same and different, Same and different families Same and different homes, I am caring I am a friend Encourage independence Build relationships and make healthy choices</p>	<p>Reception Following SCARF Planning- Children to be taught specific topics for children to familiarise themselves with various emotions, feelings and key learning.</p> <p>SCARF- Keeping Safe Staying healthy/oral health/ Staying safe People who help us? Who is my trusted adult? How to stay safe online?</p>
<p>Physical Development</p>	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Regular dough disco to develop fine motor skills. Regular fine motor activities planned- see pictures.</p>	<p>Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Bikeability- Children to take part in bike ability to support their gross motor skills and physical development.</p>



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	<p>Activities through Movement in PE sessions and outdoors following planning from PE Passport.</p>	<p>Activities through Movement in PE sessions and outdoors following planning from PE Passport.</p> <p>Activities through gymnastics and games.</p>
UTW	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Why they are special. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Continue developing positive attitudes about the differences between people. Recognise that people look different. Describe people using positive language. Look at where we live- linking to Geography. Children to know, understand and use maps. History- Children to understand their own family tree.</p>	<p>Recognise some environments that are different to the one in which they live. Celebrate 'Lancashire Day' looking at landmarks/ history from their local area.</p> <p>Understand the effect of changing seasons on the natural world around them- Look at Autumn going into Winter</p> <p>Festivals and Cultures London Places in the World Recognise that people have different beliefs and celebrate special times in different ways-Look at Christmas and other festivals and celebrations this time of year.</p>
Expressive Arts	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Linked activities to different artist connecting to their interests. e.g. Andy Goldsworthy, Richard Long.</p>	<p>Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour-mixing. Listen with increased attention to sounds. Music units- BBC EYFS units – see planning Christmas play – The Twinkly Nativity Music panning- Hullabaloo- Celebrations.</p>



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	Music- Planning adapted from – Hullabaloo- Who are you?	
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Enrichment Opportunities and “WOW” moments:

Autumn 1

- Nature Friendly Schools visits: Sensory Garden visit and nature walk.
- Mucky Monday visits to the forest
- Themed tuff trays linked to our texts.
- Outdoor activities planned and linked to different topics.
- Curiosity case themed- linked to interests.

Autumn 2

- Pantomime visit to see ‘Snow White’
- Planned activities- based on key celebrations. (Seeds and gardeners)
- Science learning- experiments/ exploring.
- Visitors to come and speak to children linked to – How people help us? (police, fire service/ road service)



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- Bike ability- To support physical development.
- Infant Christmas production
- Snow experience

EYFS Areas of learning	Spring 1	Spring 2
<p>Initial topic (then children's interests will flow through provision)</p>	<p><u>Fantasy and Adventure</u> In this topic, children will be able to explore their own thinking, explore knowledge and develop their observation skills. Encourage open-ended questions. The children will be reading books based on 'The Chilli Artic' and fantasy.</p> <p><u>Science and investigation</u> In this topic, children will be able to learn about materials and changing. Key focus on seasons and weather looking at how materials change, linked to current topic. Taking part in experiments and investigation skills to support learning. The children are given the opportunity to think</p>	<p><u>Science and investigation</u> In this topic, children will be able to learn about materials and changing. Children to continue topic based on seasons and weather looking at how materials change, linked to current topic.</p> <p>Taking part in experiments and investigation skills to support learning. The children are given the opportunity to think scientifically. They are able to ask big questions and through provision try to plan investigations. Children to look at animals excluding humans. Making links to living things and their habitats- based on topic linked on farm animals.</p>



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	<p>scientifically. They are able to ask big questions and through provision try to plan investigations. Children to look at animals excluding humans. Making links to living things and their habitats- based on topic,</p>	
Key Texts	<p>Various texts from Lancashire topic box: Fantasy. Adventure/ Chilli Artic</p> <ul style="list-style-type: none"> • Lost & Found • Elmer in the snow • Artic animals- Linking to humans excluding animals • Love monster- linked to mental health week and valentines day. • Natural world/ Places around the world. • Forest school • Easter Story- Lent 	<p>Various texts from Lancashire topic box: Topic focus- Farm Fun</p> <ul style="list-style-type: none"> • On the farm • Old Macdonald • What the lady bird heard. • Farmer Duck • A squash and a squeeze • Easter Story continued • Forest school
<p>Phonics/Literacy Reading, Comprehension, Writing</p>	<p>Phonics-Nursery –Daily language sessions called “What’s in the bag”. This will be themed weekly around our superhero topic and interests. Writing-Mark making using a range of media. Reading- Themed book</p> <p>Reception -Group 1- Speed Sound lesson Children to continue learning Set 1 sounds- SF</p>	<p>Phonics- Nursery – Children will be taking part in talk through stories. They will also become familiar with the RWI pictures Pupils when ready will start to learn Speed sound set 1 Ruth Miskin</p> <p>Nursery- Understand the five key concepts about print: • print has meaning • print can have different purposes • we</p>



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	<p>sh, th, ch, qu, ng, nk Children will learn to read Green word cards and red words (tricky ones)- Continue with Word time/ Nonsense words</p> <p>Photocopy ditties-reading and writing captions/ phrases. Children to be introduced to Red Ditties to continue learning. Children to use regularly planned fine motor activities to support their pencil grip, Dough disco, threading, tweezer work, peg boards, patterns, etc.</p> <p>Continue using Letter-join scheme- to support letter formation and fine motor skills. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Use and understand recently introduced vocabulary.</p> <p><u>Group 2</u> Children to continue learning Set 1 sounds- Children to use daily intervention and 1;1 tutoring to plug gaps, Children to be introduced to SF - sh, th, ch, qu, ng, nk Use and understand recently introduced vocabulary. Virtual classroom to be used every afternoon-Ruth Miskin Portal</p>	<p>read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing.</p> <p><u>Reception- Group 1</u>-Speed sound lesson Children to recap Set 1 sounds including SF to promote fluency with reading and writing.</p> <p>Children to learn set 2 sounds from Ruth Miskin. Children to continue accessing Red Ditties Introducing- Green story books Word time/ Nonsense words</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Help children to become familiar with letter groups, such as, ‘ee’ ‘or’ ‘igh’. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’.</p> <p><u>Group 2</u> Children to continue learning Set 1 sounds- Children to use daily intervention and 1;1 tutoring to plug gaps, Children to continue learning SF - sh, th, ch, qu, ng, nk Use and understand recently introduced vocabulary. Virtual classroom to be used every afternoon-Ruth Miskin Portal Children to be using magnet boards to support blending and reading skills.</p>
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	<p>Children to use regularly planned fine motor activities to support their pencil grip, Dough disco, threading, tweezer work, peg boards, patterns, etc.</p>	<p>Children to use regularly planned fine motor activities to support their pencil grip - dough disco, threading, tweezer work, peg boards, patterns, etc.</p>
<p>Maths</p>	<p><u>Nursery-</u> Continue reciting numbers to 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5.</p> <p>Counting and Comparing Children to look at subitising numbers to 3. To also know the different ways of partitioning. Understand the 'one more than/one less than' relationship between consecutive numbers to 3. Nursery children to look at measuring- longer and shorter. Using key vocabulary for understanding. Children to use addition and subtraction- to find one more and one less. Children to use sorting and patterns showing their understanding of repeated patterns.</p> <p><u>Reception-</u> Counting and comparing numbers to 10 Explore the composition of numbers to 10.</p>	<p><u>Nursery-</u> Make comparisons between objects relating to size, length, weight and capacity. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Can describe a sequence of events. Understand position through words alone – for example, "The bag is under the table," – with no pointing</p> <p>Count verbally beyond 5. Count verbally beyond 10. Count verbally beyond 20. Accurately count items to 5 with one-to-one correspondence. Accurately count items to 10 with one-to-one correspondence. Correctly count sounds and actions, as well as objects.</p>



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	<p>Children to continue showing ways of partitioning numbers to 5. Automatically recall number bonds for numbers 0–5 and some to 10. Understand the ‘one more than/one less than’ relationship between consecutive numbers. Provide collections to compare, starting with a very different number of things. Include more small things and fewer large things, spread them out and bunch them up, to draw attention to the number not the size of things or the space they take up. Include groups where the number of items is the same. Use vocabulary: ‘more than’, ‘less than’, ‘fewer’, ‘the same as’, ‘equal to’. Encourage children to use these words as well. Distribute items evenly, for example: “Put 3 in each bag,” or give the same number of pieces of fruit to each child. Make deliberate mistakes to provoke discussion. Children to use previous learnt skills to carry out addition and subtraction. Using key vocabulary during learning to show key understanding of more, fewer etc.</p> <p>Children to look at sorting and repeating patterns</p> <p><u>Measuring</u> Make comparisons between objects relating to size, length, weight and capacity. Make direct comparisons between objects relating to size. Begin to use units to compare size. Make direct comparisons between objects relating to length.</p>	<p>Show a secure understanding of the ‘cardinal principle’ (knows the last number reached when counting tells you the total). Subitise up to 3 and 5.</p> <p>Reception- Shape Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Children will look at a range of 2D shapes and look at some properties: Shapes in the environment- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.</p> <p>Addition & Subtraction Find one more than a given number within 10 Use a part-whole model to combine two groups of objects (total within 10) Understand addition is when parts are combined and they make the whole, Use a part-whole model to combine two groups of objects (total within 10)</p>
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	<p>Begin to use units to compare length. Make direct comparisons between objects relating to weight. Begin to use units to compare weight. Make direct comparisons between objects relating to capacity. Begin to use units to compare capacity.</p>	<p>Understand addition is when parts are combined and they make the whole, Understand addition is when parts are combined and they make the whole Identify and name the individual groups as parts and represent using objects and numerals Identify and name the combined group of objects as the whole and represent using objects and numerals Understand that if a number is added to another and then the same number is then taken away from this total, the result is the original number Find one fewer/less than a given number within 10</p> <p>Multiplication & Division Understand that doubling is adding two groups of the same size together Use practical equipment to identify the doubles of numbers up to 5, Understand that doubling is adding the same number to itself Use practical equipment to identify the doubles of numbers up to 5, Begin to recall some double facts to double 5 Understand that when an object (that can be cut) has been shared equally between two, both parts are the same Recognise whether an object has been shared equally between two or not Understand that when an amount has been shared equally between two, both parts are the same Recognise, by counting, whether an amount has been shared equally between two or not</p>
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		<p>Understand that when an amount has been shared equally all parts are the same Recognise, by counting, whether an amount has been shared equally or not</p> <p>Time Sequence two or three familiar events in a day and describe the sequence, Understand and use the words first, next, before, after and between when describing the order of three events Sequence two or three events in a familiar story and describe the sequence, Understand and use the words first, next, before, after and between when describing the order of three events Understand that we can compare time durations using words such as 'longer' and 'shorter' Use the word longer to compare two events, understanding that it refers to the event which takes more time Understand that we can compare speeds using words such as 'faster' and 'slower' Use the word faster to compare two speeds, e.g. The hare runs faster than the tortoise Use the word slower to compare two speeds, e.g. The tortoise runs slower than the hare</p>
	<p>Vocabulary: Children will continue to learn new words weekly (topic and subject specific)</p>	<p>Vocabulary: Children will continue to learn new words weekly (topic and subject specific)</p>



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<p>CLLD</p>	<p>Pupils will be encouraged to demonstrate their understanding of new and previously taught vocabulary in provision.</p> <p>Nursery- Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p> <p>Reception- Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Engage in story times.</p>	<p>Pupils will be encouraged to demonstrate their understanding of new and previously taught vocabulary in provision.</p> <p>Nursery- Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p> <p>Reception- Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases.</p>
<p>PSED</p>	<p>Nursery- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.</p> <p>Reception- Build constructive and respectful relationships</p>	<p>Nursery- Find solutions to conflicts and rivalries.</p> <p>Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.</p> <p>Understand gradually how others might be feeling. (Help children explore situations from different points of view.</p>



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	<p>Show resilience and perseverance in the face of challenge.</p> <p>(Offer constructive support and recognition of child's personal achievements. Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work. Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure. Help children to set own goals and to achieve them.)</p> <p>Reception Following SCARF Planning- Children to be taught specific topics for children to familiarise themselves with various emotions, feelings and key learning.</p> <p>SCARF- Rights and Respects Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1): recognising, spending, using Looking after money (2): saving money and keeping it safe</p>	<p>Talk together about how others might be feeling. Bring these ideas into children's pretend play: "I wonder how the chicken is feeling, now the fox is creeping up on her?")</p> <p>Reception Following Ten Ten resources- covering specific topics for children to familiarise themselves with various emotions, feelings and key topics.</p> <p>Ten Ten- Key topics</p> <ul style="list-style-type: none"> - Handmade with Love, I am Me, Heads shoulders knees and toes, Ready Teddy, I like, you like we all like, All the feelings, Let's get real. Growing up God is Love Loving God, loving others Me, You, Us - Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. (Use dialogic story time -talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.)
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<p>Physical Development</p>	<p>Nursery-Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Reception- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p>Activities through Movement in PE sessions and outdoors following planning from PE Passport.</p>	<p>Nursery- Show a preference for a dominant hand. You can begin by showing children how to use onehanded tools (scissors and hammers, for example) and then guide them with hand-over-hand help. Gradually reduce the help you are giving and allow the child to use the tool independently. The tripod grip is a comfortable way to hold a pencil or pen. It gives the child good control. The pen is pinched between the ball of the thumb and the forefinger, supported by the middle finger with the other fingers tucked into the hand. You can help children to develop this grip with specially designed pens and pencils, or grippers. Encourage children to pick up small objects like individual gravel stones or tiny bits of chalk to draw with. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</p> <p>Reception- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p>(Encourage children to use a range of equipment. These might include: wheeled toys, wheelbarrows, tumbling mats, ropes to pull up on, spinning cones, tunnels, tyres, structures to jump on/off, den-making materials, logs and planks to balance on, A-frames and ladders)</p>
<p>UTW</p>	<p>Fantasy and Adventure/Places around the World</p>	<p>Easter Seasonal Change / Spring</p>



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	<p>Local Superheroes/Key figures.</p> <p>Nursery- Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.</p> <p>(Provide interesting natural environments for children to explore freely outdoors. Make collections of natural materials to investigate and talk about. Suggestions: • contrasting pieces of bark • different types of leaves and seeds • different types of rocks • different shells and pebbles from the beach)</p> <p>Reception- Comment on images of familiar situations in the past. Explore the natural world around them.</p> <p>Pupils will have a range of lessons focused on our dinosaur topic to encourage them to explore and ask questions and make their own observations.</p>	<p>Changes in own life</p> <p>Nursery- Plan and introduce new vocabulary related to the exploration. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>(Encourage children to use it in their discussions, as they care for living things. Encourage children to refer to books, wall displays and online resources. This will support their investigations and extend their knowledge and ways of thinking.)</p> <p>Reception- Explore the natural world around them.(After close observation, draw pictures of the natural world, including animals and plants)</p> <p>Recognise some environments that are different from the one in which they live. (Teach children about a range of contrasting environments within both their local and national region)</p>
<p>Expressive Arts</p>	<p>Nursery- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small</p>	<p>Nursery- Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different</p>



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	<p>world equipment like animal sets, dolls and dolls houses, etc. Develop their own ideas and then decide which materials to use to express them.</p> <p>Reception- Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing.</p> <p>Reception- Develop storylines in their pretend play. (Provide a wide range of props for play which encourage imagination. Suggestions: different lengths and styles of fabric can become capes, the roof of a small den, a picnic rug or an invisibility cloak. Support children in deciding which role they might want to play and learning how to negotiate, be patient and solve conflicts. Help children who find it difficult to join in pretend play. Stay next to them and comment on the play. Model joining in. Discuss how they might get involved.)</p>
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Enrichment Opportunities and “WOW” moments:

Spring 1

- Nature Friendly Schools visits: Sensory Garden visit and nature walk.
- Mucky Monday visits to the forest
- Themed tuff trays linked to our texts.
- Outdoor activities planned and linked to different topics.
- Curiosity case themed- linked to interests.

Spring 2

- Visit to local farm- ‘Animal Quackers’



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- Farm experiences.
- Nature Friendly Schools visits: Sensory Garden visit and nature walk.
- Mucky Monday visits to the forest
- Themed tuff trays linked to our texts.
- Outdoor activities planned and linked to different topics.
- Curiosity case themed- linked to interests.

EYFS Areas of learning	Summer 1	Summer 2
<p>Initial topic (then children's interests will flow through provision)</p>	<p style="text-align: center;">Bug Life</p> <p style="text-align: center;">UTW- Our Planet Space / Places in the world UTW- How has the world changed over time?</p> <p>In this topic, children will be learning about our planet, animals, countries and flags. We will be taking part in themed days based on different cultures.</p> <ul style="list-style-type: none"> • Easter Story • Non-Fiction-Snails 	<p style="text-align: center;">Superheroes</p> <p style="text-align: center;">UTW- Seaside/ Places comparison UTW-Know through texts about events that have happened in the past.</p> <p>In this topic, children will be learning about mermaids, pirates and the sea.</p> <ul style="list-style-type: none"> • Supertato - Sue Hendra • Super Daisy -Kes Gray • Superworm - Julia Donaldson



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	<ul style="list-style-type: none"> • Spiders • The very hungry caterpillar-Eric Carle • The crunching, munching caterpillar- Sheridan Cain • The very busy spider-Eric Carle • The snail and the whale-Julia Donaldson • The bad tempered ladybird-Eric Carle • Lifecycles – non-fiction • Butterflies <p>Plants and animal lifecycles</p> <p>In this topic, children will be able to learn about growing and changing, new life linking to the Easter Story.</p> <p>The children will look at lifecycles of Butterflies and be able to discuss the change from a caterpillar to the Butterfly. The children re given the opportunity to think scientifically. They are able to ask big questions and through provision try to plan investigations.</p>	<ul style="list-style-type: none"> • How to be a Superhero -Sue Fliess • Charlie's Superhero underpants-Paul Bright • Super Kid –Claire Freedman
<p>Key Texts</p>	<p>Reception to be introduced to the 'Write Stuff' scheme. English planning to support vocabulary, reading and writing.</p> <ul style="list-style-type: none"> • Narrative- We're Going on a Bear Hunt • Explanation- The Tiny Seed • Narrative - Handa's Surprise 	<p>Reception to continue using the 'Write Stuff' scheme. English planning to support vocabulary, reading and writing.</p> <ul style="list-style-type: none"> • Narrative- Where the Wild Things Are • Instructions- Chocolate Cake • Narrative- Jack and the Jellybean Stalk



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In the Summer Term, Reception pupils will be specifically working towards experiences to enable them to meet their Early Learning goals below. See the different areas below.

Phonics- Nursery – Children will be taking part in talk through stories.
They will also become familiar with the RWI pictures
Pupils when ready will start to learn Speed sound set 1
Ruth Miskin

Phonics-Nursery –Daily language sessions called “What’s in the bag”. This will be themed weekly around our superhero topic and interests.
Writing-Mark making using a range of media.
Reading- Themed book

Nursery- Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing.

Nursery-Pupils who are ready Speed sound set 1.

Reception -Group 1- Speed Sound lesson-.Building fluency
Children to continue learning Set 1 sounds- including SF
sh, th, ch, qu, ng, nk

Phonics- Nursery – Children will be taking part in talk through stories.
They will also become familiar with the RWI pictures
Pupils when ready will start to learn Speed sound set 1 Ruth Miskin

Phonics-Nursery –Continue taking part in daily language sessions called “What’s in the bag”. This will be themed weekly around our superhero topic and interests.
Writing-Mark making using a range of media.
Reading- Themed book

Nursery- Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing.

Nursery-Pupils to continue being introduced to Ruth Miskin- Speed sounds set 1.

Reception -Group 1- Speed Sound lesson-. Building fluency
Children to continue learning Set 1 sounds- including SF
sh, th, ch, qu, ng, nk
Children to access Green word cards and red words (tricky ones)- Continue with Word time/ Nonsense words.

Children to continue accessing Red Ditties to continue learning.



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<p>Children will continue to read Green word cards and red words (tricky ones)- Continue with Word time/ Nonsense words</p> <p>When ready- Children to move onto Green Ditties and be introduced to Set 2 sounds.</p> <p>Children to use regularly planned fine motor activities to support their pencil grip, Dough disco, threading, tweezer work, peg boards, patterns, etc.</p> <p>Continue using Letter-join scheme- to support letter formation and fine motor skills. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Use and understand recently introduced vocabulary. Virtual classroom to be used every afternoon-Ruth Miskin Portal</p> <p><u>Group 2</u> Children to continue learning Set 1 sounds- Children to use daily intervention and 1;1 tutoring to plug gaps, Children to continue learning SF - sh, th, ch, qu, ng, nk Use and understand recently introduced vocabulary. Virtual classroom to be used every afternoon-Ruth Miskin Portal</p>	<p>When ready- Children to move onto Green Ditties and be introduced to Set 2 sounds.</p> <p>Children to use regularly planned fine motor activities to support their pencil grip, Dough disco, threading, tweezer work, peg boards, patterns, etc.</p> <p>Continue using Letter-join scheme- to support letter formation and fine motor skills. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Use and understand recently introduced vocabulary. Virtual classroom to be used every afternoon-Ruth Miskin Portal</p> <p>Read words that are consistent with phonic knowledge.</p> <p><u>Group 2</u> Children to continue learning Set 1 sounds- Children to use daily intervention and 1;1 tutoring to plug gaps, Children to continue learning SF - sh, th, ch, qu, ng, nk Use and understand recently introduced vocabulary. Virtual classroom to be used every afternoon-Ruth Miskin Portal Children to continue accessing spelling lesson of Ruth Miskin.- using CVC words- then CVVC etc.</p> <p>Continue accessing - Photocopy ditties-reading and writing captions/ phrases. Children to continue accessing Red Ditties to continue learning.</p> <p>When children are ready- Introduce them to Red Ditties.</p>
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<p>Children to continue using magnet boards to support blending and reading skills. When ready- children to access spelling lesson of Ruth Miskin.- using CVC words- then CVVC etc.</p> <p>Photocopy ditties-reading and writing captions/ phrases. Children to continue accessing Red Ditties to continue learning.</p> <p>Children to use regularly planned fine motor activities to support their pencil grip- Dough disco, threading, tweezers work, peg boards, patterns, etc.</p>	<p>Speed Sound lesson-. Building fluency Children to continue learning Set 1 sounds- including SF sh, th, ch, qu, ng, nk Children will continue to read Green word cards and red words (tricky ones)- Continue with Word time/ Nonsense words</p> <p>Children to use regularly planned fine motor activities to support their pencil grip- Dough disco, threading, tweezers work, peg boards, patterns, etc.</p>



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<p><u>Nursery-3-4 years old</u> Following RED Rose mathematics linked to key learning of Reception- See planning.</p> <p><u>Reception</u> Following RED Rose maths- Continue using Numberblocks to review previous learning to 10. Children to be exposed to numbers to 20. Number blocks for children to recognise, order, subitise and use ten frames to accurately count to 20.</p> <p><u>Counting, comparing and ordering.</u> Match the number name to the numeral to 10 Say the number that comes after in the rote counting sequence to 10 Order numerals to 10 Compare two sets of different objects by counting, saying which set is more/greater, fewer/less or same/equal Place 10 objects in a specified container and recognise that it holds 10, e.g. 10 pencils in a pot; 10 biscuits in a box</p> <p><u>Numbers to 20</u> Count and arrange a group of any given number to 20. Children to be familiar with objects into 1 group of 10 plus a group of ones (use part – whole language)</p> <p><u>Length, mass, capacity</u></p>	<p><u>Nursery-3-4 years old</u> Following RED Rose mathematics linked to key learning of Reception- See planning.</p> <p><u>Reception</u> Following RED Rose maths- Continue using Numberblocks to review previous learning to 10. Children to be exposed to numbers to 20. Number blocks for children to recognise, order, subitise and use ten frames to accurately count to 20.</p> <p><u>Multiplication and Division</u> In real life contexts, use practical equipment to share an amount into equal parts Understand that sharing is splitting (dividing) an amount into equal parts Use practical equipment to identify the doubles of numbers up to 5 Automatically recall double facts to double 5 Explore and represent even numbers as those that can be made from pairs (twos) Explore and represent odd numbers as those that cannot be made from pairs (twos) or that have an additional one to a pair or collection of pairs Use a number track to explore either odd or even numbers as 'every other number' Explore and represent the patterns in odd and even numbers</p> <p><u>Space</u> Understand and use ordinal numbers when describing position Copy and continue a repeating ABC pattern</p>
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Compare two objects of different mass e.g. heavier / lighter.
Compare two, then three identical vessels with different volumes e.g. has more / has less / has most / has least
Use a systematic approach to compare each item against the others.
Order a set of three items from shortest to longest and vice versa Use a systematic approach to compare each item against the others. Order a set of three items from narrowest to widest and vice versa Use a systematic approach to compare each item against the others. Order a set of three items from shortest to tallest and vice versa
Use a systematic approach to compare each identical container against the others, e.g. starting with the least full
Order a set of three identical containers from least full to most full and vice versa

Money

Talk about different ways we can pay for things
Understand that money can be in the form of coins and notes
Identify coins and notes from a set of items
Sort coins into sets, e.g. all 1p coins, all 2p coins etc
Identify the properties of a 1p coin, e.g. brown/copper, round, small
Select the 1p coin(s) from a larger group of mixed coins
Recognise 1p coins
Use 1p coins to pay for objects with prices up to 5p

Create a repeating ABC pattern from a given description
Identify and describe the part of an ABC pattern being repeated, e.g. it is always red, blue, green then red, blue, green again
Copy and continue a repeating AAB or ABB pattern
Create a repeating AAB or ABB pattern from a given description
Identify and describe the part of an AAB or ABB pattern being repeated, e.g. it is always red, red, blue then red, red, blue again.

Time

Sequence two or three familiar events and describe the sequence
Understand and use language – before, after, yesterday, today, tomorrow
Say the names of the days of the week in order
Understand and use language – before, after, yesterday, today, tomorrow
Say the names of the days of the week in order
Understand and use language – before, after, yesterday, today, tomorrow
Understand the words 'faster' can refer to an event that takes less time, e.g. Lily is faster at drinking her milk than eating her banana
Understand the words 'slower' or 'longer' can refer to an event that takes more time, e.g. Lily is slower at eating her banana than drinking her milk / Lily took longer to eat her banana than drink her milk
Use the language of comparison when talking about time, e.g. longer/shorter; faster/slower.

Addition and Subtraction

Identify that one more than a given number is the next number in the counting forward in ones sequence
Solve contextual problems involving addition (total within 5) recalling how many are there in total using addition facts



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Recognise 1p coins
Use 1p coins to pay for objects with prices up to 10p

Shape and sorting

Create and describe pictures using 2-D shapes
Talk about shapes using mathematical language (straight, curved, sides, flat, solid)
Build and make models with 3-D shapes
Talk about shapes using mathematical language (straight, curved, sides, flat, solid)
Understand that shapes such as cubes and cuboids are better for building than spheres, cones and pyramids
Understand that cylinders can be used for building if placed in the correct orientation
Combine pairs of shapes and describe the new shape using everyday language
Combine pairs of shapes to make a familiar shape and name it (where known)
Select from a set of familiar shapes to identify which pair have been used to create a simple image
Say what is the same about a given group of shapes
Sort shapes according to their own criteria

Solve contextual problems involving addition (total 10) recalling how many are there in total using addition facts
Understand that if two parts are added and one of the parts is then removed, the result is the other part
Understand that if two parts are added and one of the parts is then removed, the result is the other part
Identify that one less than a given number is the next number in the counting back in ones sequence
Solve contextual problems involving subtraction (subtracting from within 5) recalling how many are left using subtraction facts
Solve contextual problems involving subtraction (subtracting from 10) recalling how many are left using subtraction facts
Understand that if a part is removed from a whole and this part is then added back, the result is the whole
Understand that if a part is removed from a whole and this part is then added back, the result is the whole

Numbers to 20

Count up to 20 pictures without marking, ensuring that all pictures are included and that none have been counted more than once, using a strategy such as starting at one side
Count up to 20 sounds or actions, keeping track of each as they are counted
Understand that 'teen' numbers are a group of 10 plus another number
Understand 20 is the same as two groups of 10
Partition a set of objects in different ways using the terminology part – whole
Recognise and identify numerals 11 to 20
Write numerals 11 to 20
Select the numeral to match amounts from 0 to 20 when in order



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	<p>Select the numeral to match amounts from 0 to 20 when randomly arranged Select the numeral to match amounts from a selection within 0 to 20</p> <p><u>Transition into Year 1- See planning – Red Rose Maths.</u></p>
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<p>CLLD- Reception</p> <p>Listen and respond to relevant questions Make comments about what they have heard Hold a conversation back and fourth. Participate in small group, class and one to one discussion. Express ideas and feelings.</p> <p>Nursery- Spot and suggest rhymes Engage in extended conversations Count/clap syllables in words</p>	<p>CLLD Reception</p> <p>Listen and respond to relevant questions Make comments about what they have heard Hold a conversation back and fourth. Participate in small group, class and one to one discussion. Express ideas and feelings. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases.</p> <p>Nursery- Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Nursery-Spot and suggest rhymes Engage in extended conversations Count/clap syllables in words</p>
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<p>PSED</p> <p>Reception</p> <p>Following Ten Ten resources- covering specific topics for children to familiarise themselves with various emotions, feelings and key topics.</p> <p>Ten Ten- Key topics</p> <ul style="list-style-type: none"> - Handmade with Love, I am Me, Heads shoulders knees and toes, Ready Teddy, I like, you like we all like, All the feelings, Let's get real. Growing up God is Love Loving God, loving others Me, You, Us <p>Reception- Show an understanding of their own feelings Give focused attention Be confident to try new activities Work and play collaboratively Form positive attachments Manage own basic hygiene</p> <p>Nursery- Develop sense of responsibility as a member of the community Play with one or more children Find solutions to conflicts Increasingly follow rules</p>	<p>PSED</p> <p>Reception</p> <p>Following Ten Ten resources- covering specific topics for children to familiarise themselves with various emotions, feelings and key topics.</p> <p>Ten Ten- Key topics</p> <ul style="list-style-type: none"> - Handmade with Love, I am Me, Heads shoulders knees and toes, Ready Teddy, I like, you like we all like, All the feelings, Let's get real. Growing up God is Love Loving God, loving others Me, You, Us - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. <p>. See themselves as a valuable individual.</p> <ul style="list-style-type: none"> • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge <p>Nursery-</p>
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<p style="text-align: center;">UTW- Our Planet Space / Places in the world UTW- How has the world changed over time?</p> <p>UTW Reception- The natural world Contrasting environments Life in this country</p> <p style="padding-left: 40px;">- Explore the natural world around them.</p> <ul style="list-style-type: none"> • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them <p>Science- Mini beasts- lifecycles- Summer- seasons</p> <p>Nursery- Explore how things work. Understand life cycle of an animal Talk about what they see using a wide range of vocabulary.</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <ul style="list-style-type: none"> • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. 	<p>Develop sense of responsibility as a member of the community Play with one or more children Find solutions to conflicts Increasingly follow rules</p> <p style="text-align: center;">UTW- Seaside/ Places comparison UTW-Know through texts about events that have happened in the past.</p> <p>UTW- Reception- Talk about the lives of people around them. Know some similarities and differences between things in the past. Draw on own experiences and what has been read in class.</p> <p>. Recognise that people have different beliefs and celebrate special times in different ways.</p> <ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. <p>Nursery- Begin to make sense of their own life story and family's history.</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <ul style="list-style-type: none"> • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history.
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<ul style="list-style-type: none">• Begin to make sense of their own life-story and family's history.	
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Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- 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.

Personal, Social and Emotional Development

Self-Regulation

- 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

Managing Self

- 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.

Building Relationships

- 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.

Physical Development

Gross Motor Skills

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

Fine Motor Skills

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

Understanding the World

Past and Present

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

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction 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 – when appropriate – maps.

The Natural World

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

Expressive Arts and Design

Creating with Materials

- 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.

Being Imaginative and Expressive

- 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.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- 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.

Literacy

Comprehension

- 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.

Word Reading

- 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.

Writing

- 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.