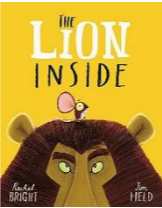




EYFS Long Term Plan		KNOWLEDGE HIERARCHY				RECEPTION		
Autumn 1	Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design	Religious Education
<b>Literacy</b>	<p>Our topics are based around 2-3 quality texts every half term. We have a strong focus on developing a love of reading and reading for pleasure. We develop children's knowledge of the core books we share and re-tell. Our reading areas consist of key texts and stimulating story shelves. Adults model telling stories using props and encourage children to retell stories in play. The reading area includes poems, nursery rhymes, non-fiction and books relating to our topic. There are also books in most areas of our continuous provision. Children in Reception hear at least 1 story a day.</p> <p>In addition to phonics and handwriting, children enjoy 2 adult directed activities per week for literacy.</p>							
Mathematics	<p>Ongoing skills developed throughout the year: Link the number symbol with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more/one less than' relationship between consecutive numbers. • Compare length, weight, and capacity. • 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.</p>							
Summer 2	Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design	Religious Education
<b>Summer 2</b> Journeys	<p>To use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen.</p> <p>To generate original narratives using small world, figures, or puppets or in role play with open ended props.</p> <p>To process language which includes challenging adjectives, verbs and positional vocabulary in instructions.</p> <p>To understand language and complex sentences and concepts such as 'what happens next?'</p> <p>To speak confidently to peers and adults, taking part in longer conversations staying on topic, showing an awareness of who is listening, expressing and listening to views and opinions.</p> <p>To follow a longer story without pictures or props.</p> <p>To recall and define specialist vocabulary for the half term.</p> <p><b>Overall Learning Outcome:</b></p> <p>To ensure that pupils' spoken language underpins all seven areas of learning and development.</p>	<p><b>Gross-motor skills:</b></p> <p>To recognise the importance of team games and effective partner working when participating in games which require gross-motor movement and begin to develop an appreciation for teamwork.</p> <p>To climb on large scale equipment with increasing control, with a quicker and faster pace.</p> <p>To travel across more complex obstacle courses including changes of height.</p> <p>To use additional resources to develop further hand-eye coordination including: racquets, and bats and hockey sticks.</p> <p>To aim, roll, track and collect a ball when aiming at a target, with greater accuracy and pace.</p> <p>To develop improved hand, eye and arm coordination and control when a moving ball using a stick and recognise how to move it towards a target.</p> <p>To develop accuracy and the basics of technique when holding racquets.</p> <p>To begin to develop and notion for the best part of a foot to strike a ball.</p> <p><b>Fine-motor skills:</b></p> <p>To safely use a wider range of food preparation tools including chopping boards and knives, graters, fruit squeezers.</p> <p>To continue to refine the ability to hold a pencil in dynamic tripod grip and near point more consistently to promote better manipulation of writing tools.</p> <p>To develop a more secure technique when using a knife to spread e.g. butter and jam using a knife.</p> <p>To develop more refined accuracy in orthographic correspondence (see handwriting for further information).</p> <p>To further refine accuracy when utilising scissors.</p> <p>To demonstrate control utilising printing tools to create a desired effect.</p> <p>To utilise and dismantle objects and mechanisms using a range of hand actions.</p> <p>To use fine mark-making tools to create texture and pattern in malleable materials (clay / playdough).</p> <p>To develop wrist, arm and shoulder control when using large scale gardening tools including watering cans.</p> <p>To stack and align irregular and natural objects and find ways .</p>	<p>To show empathy and think about the perspectives of others.</p> <p>To engage in games where different participants have different roles.</p> <p>To develop strategies to challenge undesirable behaviour towards others.</p> <p>To attend and respond appropriately in all school activities, demonstrating sensible and controlled behaviour and self-regulation in line with GLD outcomes.</p> <p>To feel confident in a range of social and school situations.</p> <p>To reflect and talk about personal journeys.</p> <p>To take pride in other children's achievements through activities including Team Adventure Challenge and sports' days.</p> <p><b>Overall Learning Outcome</b></p> <p>To learn about staying safe when travelling.</p> <p>To stay healthy in warmer weather conditions at school.</p> <p>Transition:</p> <p>To prepare and be ready for a move to Year 1 with planned transition activities</p> <p>To reflect on the achievements of the year and aspirations for Y1 (contribution to school reports)</p> <p>To talk about worries and the things the children are looking forward to in Y1</p> <p><b>Linked Stories:</b></p> <p>The Lion Inside</p> <p>Last Stop on Market Street</p> 	<p>Rocket Phonics - Phase 3 – wh ph ay a-e ai e-e ie ea. Read tricky words - some one said come do so were when have there out little what.</p> <p>To name book characters and describe their qualities.</p> <p>To articulate the dilemmas the characters face and how they can overcome these difficulties.</p> <p>To write using range of formats in play (lists, labels, captions, messages, diagrams, stories)</p> <p>To use range of common exception and tricky words.</p> <p>To read challenging sentences with increasing fluency and understanding.</p> <p>To use key vocabulary linked to texts.</p> <p>To write short compositions with more than three sentences, using capital letters, full stops and finger spaces.</p> <p>To form lower-case and capital letters correctly.</p> <p>Handwriting:</p> <ul style="list-style-type: none"> <li>Zig zag monster letters z v w x.</li> <li>Practise all the curly caterpillar and zig-zag monster letters</li> <li>Review all the curly caterpillar and zig-zag monster letters.</li> <li>Capital letters – zig zag monster letters and curly caterpillar letters.</li> </ul> <p><b>Overall learning outcomes:</b></p> <p>I can write a simple recount - Entertain</p> <p>I can write instructions - Inform</p> <p>I can write a story - Entertain</p> <p>I can write a letter - Inform</p> <p>I can write a prediction - Entertain</p>	<p><b>Ongoing revisits: Routines and Provision</b></p> <p>As above and using and applying mathematical understanding and recently introduced vocabulary confidently in play.</p> <p>Showing more disposition towards challenge when working on independent maths activities.</p> <p><b>Whole class and small group work</b></p> <p>Doubling</p> <p>Sharing and grouping</p> <p>Even and odd</p> <p>Spatial reasoning visualise and build</p> <p>Mapping</p> <p>Deepening understanding</p>	<p><b>Links to Science</b></p> <p>To describe changes to trees and woodland plants in summer and understand that fruit produce, on trees in England, develops during the summer months, when the temperature is warm enough to stimulate growth.</p> <p>To begin to understand the process of pollution and understand how to look after the oceans and recycle household waste.</p> <p><b>Links to Geography</b></p>  <p>To use real maps, electronic globes and maps, maps of the classroom/school, local town, park, zoo, museum, story maps to help them to describe what occurs in a set location.</p> <p>To recognise some environments that are different to the one in which they live. (The Snail and the Whale).</p> <p>To begin to develop the cultural capital to articulate what is found near the seaside e.g. ice-cream, sand, fairground, rocks, rock-pools and identify the features found in these locations.</p> <p>To identify similarities and differences between the animals and plants in the beach and urban environments.</p> <p>To compare and describe physical features of beach / urban environments using aerial view and secondary sources (photos / maps).</p> <p>To describe natural and manmade beach detritus and know the dangers to wildlife from manmade rubbish. (Tiddler)</p> <p><b>Supplementary Text:</b></p>  <p><b>Links to History</b></p> <p><b>Class timeline- looking forward (transition) adding in next year/ siblings/ holidays)</b></p> <p>Found objects/artefacts from the past -Tiddler (underwater treasures)</p> <p><b>Overall Learning Outcome</b></p> <p>Children are encouraged to compare and contrast environments explored through stories/ non-fiction texts. They will also consider the differences in plants/ animals and</p>	<p><b>Tools</b></p> <p>To use a wide range of tools at a developmentally appropriate level, selecting the most appropriate tool for the job in question – demonstrating increasing control and confidence.</p> <p><b>Colours</b></p> <p>To continue to refine their ability to mix appropriate colours when painting and blending, darkening, and lightening shades, when appropriate.</p> <p><b>Mark Making</b></p> <p>To continue to develop more accurate interpretations in observational drawing.</p> <p>To work collaboratively to create larger pieces of work.</p> <p><b>Ideas and Inspiration.</b></p> <p>To express ideas about my own or someone else's work.</p> <p>To generate simple oral and enacted narratives with role play props or small world.</p> <p>To follow a simple liturgical dance, using gesture and movement to tell a story.</p> <p>To use body percussion and instrumental sound effects to tell a story.</p> <p>Focus songs/hymns</p> <p>Year 1 song What a wonderful world</p> <p><b>Rhymes</b></p> <p>We're driving in our car A Sailor went to Sea Sea Sea Row Row Row your Boat Down at the Station Dr Foster went to Gloucester</p>	<p><b>Knowledge and Understanding</b></p> <p>Read and understand simple sentences from scriptures or from their own religious stories.</p> <p><b>Meaning and Purpose</b></p> <p>Answer 'how' and 'why' questions about their experiences and in response to religious stories or events.</p> <p><b>Beliefs and Values</b></p> <p>Confidently speak in a familiar group and talk about their ideas.</p> <p>Know that other children don't always enjoy and share the same feelings and are sensitive to this.</p> <p><b>Specialist Vocabulary</b></p> <p>Decode and use key religious words.</p> <p><u>Universal Church – World: Our World</u></p> <p>Know that God created the world in seven days.</p> <p>Know how to take care of the world.</p> <p>Understand Fairtrade as a way to share in God's world.</p> <p><u>Sikhism</u></p> <p>Know the key artefacts (5 Ks).</p> <p>Know a Gurdwara is a place of worship.</p>

				Use hand moulding and building techniques with malleable materials.  Use fine pincer mark-making (malleable) tools with precision.  Control large scale gardening tools including watering cans.  Hold pencil effectively in preparation for fluent writing.  Demonstrate strength, balance and control using PE equipment.  Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.  Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.  <b>Overall Learning Outcome</b>  Physical development is vital in children's all-round development, enabling them to pursue happy, healthy, active lives.																				
<b>Vocabulary</b>	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
	far map car bus train plane go come back	travel journey navigate transport		team partner balance high low	coordination chop grate squeeze		change proud	improve adapt modify role empathy		letter sky rocket passenger	characters qualities dilemma prediction	recount immense glimmer	add half share odd even group	equal double		go sand pebble rock pool	beached travel journey transport direction	pollution	paint	blend darken lighten shade	percussion	world care love	wonder wonderful together	
<b>Early Learning Goals (ELGs) to assess against by the end of summer 2</b>  <b>Children at the expected level of development will:</b>	<b>ELG: Listening, Attention and Understanding</b> <ul style="list-style-type: none"> <li>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;</li> <li>Make comments about what they have heard and ask questions to clarify their understanding</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <b>ELG: Speaking</b> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>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.</li> </ul>			<b>ELG: Gross Motor Skills</b> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>Demonstrate strength, balance and coordination when playing;</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <b>ELG: Fine Motor Skills</b> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>Begin to show accuracy and care when drawing.</li> </ul>			<b>ELG: Self-Regulation</b> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>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.</li> </ul> <b>ELG: Managing Self</b> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <b>ELG: Building Relationships</b> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others;</li> <li>Form positive attachments to adults and friendships with peers;</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>			<b>ELG: Comprehension</b> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>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.</li> </ul> <b>ELG: Word Reading</b> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>Read words consistent with their phonic knowledge by sound-blending;</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <b>ELG: Writing</b> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed;</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>			<b>ELG: Number</b> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number;</li> <li>Subitise (recognise quantities without counting) up to 5;</li> <li>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.</li> </ul> <b>ELG: Numerical Patterns</b> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>			<b>ELG: Past and Present</b> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society;</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <b>ELG: People, Culture and Communities</b> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>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;</li> <li>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.</li> </ul> <b>ELG: The Natural World</b> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>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;</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>			<b>ELG: Creating with Materials</b> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>Share their creations, explaining the process they have used;</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <b>ELG: Being Imaginative and Expressive</b> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>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.</li> </ul>					