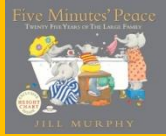
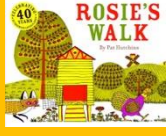



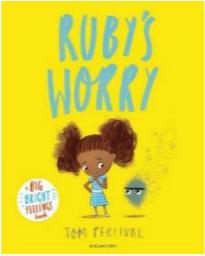
EYFS Long Term Plan KNOWLEDGE HIERARCHY RECEPTION







Autumn 1	Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design	Religious Education
----------	----------------------------	----------------------	--	----------	-------------	-------------------------	----------------------------	---------------------

Literacy
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.
In addition to phonics and handwriting, children enjoy 2 adult directed activities per week for literacy.

Mathematics
 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.


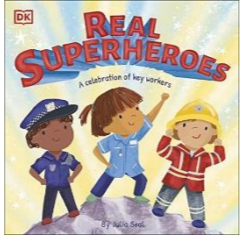


<p>Autumn 1</p> <p>Settling into St Joseph's Catholic Infant School Birtley</p> <p>This is me!</p>    <p>Cultural Calendar</p> <p>European Day of Languages</p> <p>Harvest</p>	<p>Communication and Language Objectives:</p> <p>To listen to other children's ideas in play, in group time and in whole class learning.</p> <p>To regularly listen to a four-part sentence structure throughout the course of the school day and develop an awareness of communicating in a minimum of a three-part sentence structure as opposed to single word replies e.g. 'The boy is playing...'</p> <p>To use a sentence in plan, do, review 'I plan to...' to develop their oral communication skills.</p> <p>To wait my turn to talk and to begin to put my hand up to share ideas.</p> <p>To look at their partner and demonstrate good eye contact and self-awareness when the class group shares ideas in plan, do, review.</p> <p>To use words to ask for help- beginning with 'help please and the Makaton sign' and building towards I need help.</p> <p>To use a sentence to express needs to another child or adult 'I want...'</p> <p>Overall learning outcomes:</p> <p>To communicate needs and feelings appropriately.</p> <p>To communicate effectively with peers in play.</p> <p>To develop confidence when sharing ideas in small group time.</p>	<p>Physical Development Objectives:</p> <p>Gross-motor skills:</p> <p>To revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping, climbing).</p> <p>Further develop the skills they need to manage and transition throughout the school day successfully (lining up and queuing, mealtimes, personal hygiene)</p> <p>Fine-motor skills:</p> <p>To develop fine motor skills through every day activities and the recognition that we use a knife and a fork to cut up food and with support, begin to cut up food items on their lunchtime plates.</p> <p>To stack, align and balance blocks of different shapes and sizes developing muscle tone and an awareness of placement to build.</p> <p>To use thread cards and peg boards to develop the corresponding fine-motor skills to enable orthographic correspondence to become increasingly accurate.</p> <p>To develop an awareness of dynamic tripod grip and near point.</p> <p>To cut along lines and around pictures, beginning to use increasing control in scissor technique.</p> <p>To use dominant hand to hold a pencil effectively, and form letters correctly and develop orthographic correspondence in conjunction with handwriting strategy.</p> <p>To develop a sense of coordination in gross motor skills by participating in hand action songs.</p> <p>Develop mark making movements (lines, boxes, arches, circles) linked to letter formation.</p> <p>Move safely in a large space, negotiating obstacles.</p> <p>Change direction and stop quickly.</p> <p>Overall learning outcomes:</p> <p>Physical development is vital in children's all-round development, enabling them to pursue happy, healthy, active lives.</p>	<p>PSED Objectives:</p> <p>Linked Stories- Ruby's Worry The Colour Monster The Squirrels Who Squabbled</p> <p>To recognise the Colour Monster's emotions and develop their emotional literacy vocabulary by naming an equivalent emotion which defines how they feel.</p> <p>To recognise that we are made in God's image and likeness and they can define what makes them special.</p> <p>To recognise that we follow St. Joseph's virtues which are named in our school mission/vision statement and to know that they help us to live in harmony with one another.</p> <p>To understand that we live as part of society and that we live in the United Kingdom and have an elected Prime Minister.</p> <p>To develop an understanding of the four rules of Reception (I am kind, I share, I listen and I tidy)</p> <p>To develop strategies for conflict resolution e.g. when pupils encounter problems they know the mantra: 'stop - talk about it and fix it...' when problems occur.</p> <p>To recognise that the classroom has a set routine and know where to place items of belonging e.g. jumpers/water bottles.</p> <p>To play alongside children, engaged in the same theme and to know the importance of sharing items with one another.</p> <p>To engage in new experiences, selecting required resources, with support, when required.</p> <p>To set goals and plan experiences with a peer via (plan, do, review).</p> <p>To begin to discuss healthy food choices during snack time and articulate why it is important to eat healthy foods.</p> <p>To become increasingly independent in toileting technique as the term progresses.</p> <p>Overall learning outcomes:</p> <p>Learning class/school rules.</p> <p>Developing friendships and negotiating with others.</p> <p>Conflict Resolution -learning to stop/talk about it and fix it when problems occur.</p> <p>Circle time- exploration of emotions, role-play conflict and finding solutions together.</p> <p>Learning to follow the daily routine and participating in activities.</p>	<p>Phonics Objectives:</p> <p>Rocket Phonics – Phase 1 Aspect 7 recap.</p> <p>Rocket Phonics - Phase 2 – s a t l p n m d g o c k. Read tricky words – I the no go to into to.</p> <p>To read and write individual letters sounds.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Reading Objectives (taught in each aspect of the chosen text type and phonics programme - through four adult-directed activities and x5 daily phonics input):</p> <p>To begin to recognise and write their name utilising a name-card.</p> <p>To begin to segment and blend sounds to enable pupils to read short reading books which they can share at home and school, in line with their phonological development.</p> <p>Develop book-like vocabulary and language structures through hearing patterned texts and orally reciting these on a regular basis.</p> <p>Participate in, memorise and perform simple action rhymes which link to the chosen texts and the nursery rhymes identified.</p> <p>To begin to recognise the differences between fiction and non-fiction texts.</p> <p>Oracy Objectives:</p> <p>Respond to adult prompts.</p> <p>Make appropriate predictions with links to text.</p> <p>Use stem sentences to support delivery of ideas.</p> <p>Explain their ideas to a small group in full sentences.</p> <p>Writing Objectives (taught in each aspect of the chosen text type through four adult-directed activities):</p>	<p>Ongoing revisits:</p> <p>Routines and continuous provision- counting children in the morning, representing with Numicon, writing the number, finding on number line. Plan, do, review- sequencing days and months, counting girls and boys and adding to find the total. Preparing fruit-ensuring we have the right amount for the children each day</p> <p>Mathematics Objectives (taught through four adult-directed activities and x5 daily whole-class teaching input):</p> <p>Number:</p> <p>To recognise and know numerals 0-10 and what the connected composition is.</p> <p>To develop accurate 1:1 correspondence for numbers to 10.</p> <p>To develop rote counting skills from 0-20 in every day routines.</p> <p>To develop and have an ability to subitise accurately for numbers 0-5 utilising both cubes and dice dot counting.</p> <p>To accurately identify and solve 1 more and 1 less and begin to introduce and expose pupils to the concept of simple calculations and mathematical symbols (= + -) up to number families to 5.</p> <p>Numerical Patterns:</p> <p>To develop pupils' ability to recognise repeating patterns in shapes.</p> <p>To utilise the language greater than/less than when comparing two sizes or simple quantities.</p> <p>To begin to understand and comprehend that just because an object is bigger in 'size' it does not mean it is heavier in 'mass'.</p> <p>To begin to understand and comprehend that just because an object is 'taller' does not mean it can contain more 'liquid' than an object which is squat and wider.</p> <p>To explore, copy and continue repeating patterns.</p>	<p>Supplementary Text</p>  <p>Changes in state – making bread- the Little Red Hen</p> <p>Links to Science:</p> <p>To utilise and understand the seasonal class timeline.</p> <p>To explore the natural world around them via the local greenery.</p> <p>To describe what they see, hear and feel when they are outside and connect this to nature.</p> <p>To identify the features of the seasons and seasonal changes (the Very Helpful Hedgehog)</p> <p>Links to Geography:</p> <p>To explore the natural world around them by recognising the physical landmarks in their local environment.</p> <p>To describe what they see, hear and feel when they are outside.</p> <p>To develop an awareness of Googlemaps and Streetview by introducing pupils to the concept of map representations.</p> <p>To use photos and pictures to create simple maps (i.e., which buildings of importance do pupils recognise in Birtley)</p>  <p>Links to History:</p> <p>To talk about members of their immediate family community.</p> <p>To name and describe the people who are familiar to them.</p> <p>To explore the natural world around them recognise which items are new and which items are old.</p> <p>To describe what they see, hear and feel when they are outside.</p> <p>Overall learning outcome:</p> <p>Children to investigate what it is like to be a pupil at St Joseph's Infant School Birtley, learning the expectations, values, people, location and history.</p> <p>Children should know their identity and what makes them and their families special and unique.</p>	<p>Media and Materials</p> <p>Tools</p> <p>To develop the ability to hold a paintbrush and begin to recognise how to make lines and draw shapes with paintbrushes of varying sizes.</p> <p>To develop scissor technique and refine technique dependent upon pupils' starting points.</p> <p>To develop independence in accurate glueing including that of gluesticks and liquid glue.</p> <p>To recognise the safety techniques and rules that must occur when utilising tools in the creative area.</p> <p>Colours</p> <p>To name primary colours – beginning to explore colour mixing with primary colours – recognising how to make new colours.</p> <p>To begin to apply paint to a medium with control and care.</p> <p>Mark Making</p> <p>To begin to mark make with a purpose utilising a variety of tools including: pencils, coloured pencils (chubby) and thin, crayons and chalk and recognise the associated pressure that is required to apply the tools to the surface in order make marks.</p> <p>Beginning to make marks with meaning and exploring simple representations of people, events and objects</p> <p>Recycled Materials</p> <p>To develop an awareness of other materials than can help us to model make and build larger constructions.</p> <p>Ideas and Inspiration</p> <p>To begin to talk about my work in simple terms and evaluate it suggesting and making improvements.</p> <p>Overall learning outcome (Development Matters for Music)</p> <p>To identify and match an instrument to a sound.</p> <p>To begin to recognise basic rhythmical song structures e.g. verse/chorus and sing simple simples.</p> <p>To explore a variety of music styles e.g. rock, pop, classical and jazz and develop an appreciation of how this music makes us feel.</p> <p>Focus songs/hymns to be taught as part of music strategy:</p> <p>The Alphabet Song Chop chop choppity chop Five Little Pumpkins Cauliflower's Fluffy/ Hello song/ Good Morning Lord prayer/ Going home song/ eyes are looking song The Circle Song</p>	<p>Knowledge and Understanding</p> <p>Listen to and talk about religious stories and respond to what they hear with relevant comments.</p> <p>Listen, talk about and role play how people behave in the local, national and global church community.</p> <p>Talk about how they and others show feelings.</p> <p>Sing songs, make music and dance to express religious stories.</p> <p>Beliefs and Values</p> <p>Show sensitivity to others' needs and feelings.</p> <p>Talk about their own and others' behaviour.</p> <p><u>Domestic Church – Family: Myself</u></p> <p>Know and understand the importance of a name.</p> <p>Know that God knows and loves each one of us by name.</p> <p>Recognise some phrases from the Psalms about God's love for them.</p> <p><u>Baptism – Confirmation: Belonging</u></p> <p>Understand what it is to welcome and to be welcomed.</p> <p>Understand that Baptism is a welcome into God's family.</p> <p>Recognise signs and symbols used in Baptism.</p> <p>Use some religious words and phrase from the Rite of Baptism.</p>
---	---	---	---	---	---	---	--	---

							<p>Looking after our classroom and each other (learning the 4 rules of Reception).</p> 	<p>To recognise the importance of sound fingers to identify initial letter sounds.</p> <p>Use marks or some letters for meaning and utilise correct orthographic correspondence to make marks and form letters in conjunction with the overall literacy writing outcomes.</p> <p>Begin to break speech into words when writing and to demonstrate plausible attempts through a minimum of two different texts.</p> <p>To begin to recognise how to write captions and to have a sound grasp of writing their name and labels.</p> <p>Compose a sentence orally.</p> <p>Orally, use the appropriate pronoun for a family member.</p> <p>Label a drawing using initial sounds and CVC words.</p> <p>Create a list using pictures and add labels.</p> <p>Sequence the events of a story.</p> <p>Add labels to a map, using sounds that can be heard.</p> <p>Grammar Objectives:</p> <p>Use pronouns appropriately in dictation.</p> <p>Begin to use the word 'because' to explain and join phrases.</p> <p>Identify prepositions in a text.</p> <p>Orally use prepositions in a sentence.</p> <p>Handwriting Objectives:</p> <p>Handwriting – to demonstrate accuracy when completing:</p> <ul style="list-style-type: none"> • Dots • Straight lines and crosses • Circles • Waves • Loops and bridges • Joined straight line <p>Overall learning outcomes:</p> <p>To make marks (inform)</p> <p>To form letters (inform)</p> <p>To begin to combine letters to write VC/CVC words – inform</p> <p>To write my name- inform</p> <p>To label a picture – inform</p> <p>To can attempt to write a sentence (inform)</p>						<p>Happy Happy Happy hedgehog</p> <p>Rhymes: Brush your Teeth If You're Happy and You Know It I've Got a Body Hickety Pickety My Red Hen</p>											
	Vocabulary	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
	help please thank you want need peg tray classroom lunch carpet time hello good morning toilet listen look	timetable plan review		roll crawl walk jump run hop skip climb knife fork thread line box circle	arch		happy sad tired angry problem solve worry care	frustrated squabble healthy/unhealthy protect compassion loyalty significance		dot line cross circle wave loop bridge sound letter tricky help	segment blend formation tricky caption sentence school/ exhausted comfortable who/ grind		count compare one more one fewer measure wide narrow long short length full empty more less line	tens-frame	.subitise	map Birtley landmark statue monument Angel of the North	autumn cool leaves conkers squirrel angel map	frost crisp landmark statue monument north	paint line draw cut glue safe colour mark sound				God love parent prayer name family welcome school class water candle white	precious Christian belong baptise baptism garment priest	font





Autumn 2	Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design	Religious Education
<p>Celebration</p>    <p>Cultural Calendar:</p> <p>Halloween Diwali Bonfire Night Advent</p> <p>Children in Need</p> <p>Remembrance</p> <p>Black History Month</p> <p>Christmas</p>	<p>To secure agreed rules for conversational turn taking in small and larger groups.</p> <p>To formulate and respond to “Why” and “How” questions.</p> <p>To introduces a storyline or narrative into their play utilising time adverbials which have been taught and absorbed as part of the everyday classroom environment (e.g. first, then, last.)</p> <p>To use a range of word endings to describe the present and past tense with increasing accuracy when using irregular verbs – correcting any misconceptions they may have heard on the television (e.g. BING’s incorrect use of language e.g. ‘hurted’. Suffix endings include: ing, ed, nt).</p> <p>To articulate and communicate in a four-part sentence structure throughout the course of the school day e.g. ‘The boy is playing in the park’.</p> <p>Recall and define specialist vocabulary for the half term.</p> <p>Overall learning outcome: the development of children’s spoken language underpins all seven areas of learning and development.</p> <p>Children are gaining confidence when sharing their needs, feelings and ideas.</p> <p>Children use recently introduced vocabulary in their own conversation.</p> <p>Children use language to communicate effectively with peers and resolve problems when they arise.</p>	<p>Gross-motor skills:</p> <p>To revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping, climbing), travelling in different ways with control and co-ordination – refining their proprioceptive ability and recognising how to stop, quickly.</p> <p>Further develop the skills they need to manage and transition throughout the school day successfully (lining up and queuing, mealtimes, personal hygiene)</p> <p>Move rhythmically to music having a sense of proprioception.</p> <p>To refine pupils’ abilities to jump in different ways and begin to develop balance on key gymnastics apparatus e.g. balance beam, jumping vault and in forward roll/teddy-bear roll movements – continuing to travel across more complex obstacle courses.</p> <p>To develop an awareness of throwing and catching balls – ranging from size 4 equivalents, to small tennis balls over a period of successive weeks.</p> <p>To observe effects of exercise on body and to begin to understand the principles of a warm-up and cool-down.</p> <p>To apply the principles of gross-motor and dig with trowels and hand forks and use squashing techniques including rolling pins to achieve desired effects.</p> <p>Fine-motor skills:</p> <p>To hold pencil in dynamic tripod grip and near point.</p> <p>To develop fine motor skills through every day activities and the recognition that we use a knife and a fork to cut up food and with support, begin to cut up food items on their lunchtime plates.</p> <p>To join and separate small construction kit components by clicking and twisting.</p> <p>To use thread cards and peg boards to develop the corresponding fine-motor skills to enable orthographic correspondence to become increasingly accurate.</p> <p>To practice joining with glue and using linked fine-motor skills to ‘press down’ the join.</p> <p>To cut along lines and around pictures, beginning to use increasing control in scissor technique.</p> <p>To use dominant hand to hold a pencil effectively, and form letters correctly and develop orthographic correspondence in conjunction with handwriting strategy.</p> <p>To develop a sense of coordination in gross motor skills by participating in hand action songs.</p> <p>To develop mark making movements (lines, boxes, arches, circles) linked to letter formation and to cut and turn along outlines, with increasing accuracy as the year progresses.</p> <p>Overall learning outcome:</p>	<p>In conjunction with St. Joseph’s Virtues, to revisit and revise and show resilience and perseverance in the face of challenges.</p> <p>To further develop the ability to play co-operatively to succeed in new challenges in both the indoor and outdoor environments.</p> <p>To begin to develop an awareness of other cultures e.g. through different cultures (through Baptism), and Judaism – the other faith taught at this time of year in Religious Education.</p> <p>To recognise the word ‘bullying’ as a word which is linked to a negative behaviour.</p> <p>Through enhancing pupils’ knowledge – enable them to develop independence in handwashing and food preparation and understand the importance of this.</p> <p>To demonstrate care and concern for other children and their friends.</p> <p>To become more confident in identifying healthy ingredients in snacks.</p> <p>To develop an appreciation for staying safe on the internet when accessing YouTube and during times of public celebration e.g. Bonfire Night.</p> <p>To recognise the importance of good oral hygiene and importance of teeth brushing.</p> <p>Overall learning outcomes:</p> <p>To learn about and respect other cultures (Judaism/Anglican/Diwali/Hannukah)</p> <p>To develop pupils’ emotional literacy so that they have the necessary language to talk about friendships together.</p> <p>To be able to articulate the importance of fire-safety (Bonfire Night/candles linked to celebrations).</p> <p>To develop self-confidence taking part in Nativity performance.</p> <p>To be able to help to prepare healthy snack in small group time</p> <p>Linked Stories-</p> <p>All are Welcome</p> <p>Making Friends</p> <p>The Perfect Fit</p> <p>Little Glow</p> 	<p>Phonics Objectives:</p> <p>Rocket Phonics - Phase 2 – k e u r h b f ff l ll ss.</p> <p>Read tricky words – l the no go to into to.</p> <p>To read some letter groups that each represent one sound and say sounds for them.</p> <p>To grasp and use a wider range of structures in books and use these to aid participation.</p> <p>Reading Objectives (taught in each aspect of the chosen text type and phonics programme - through four adult-directed activities and x5 daily phonics input):</p> <p>To continue to develop name awareness with the introduction to surnames and to use their name-card in their daily tasks.</p> <p>To continue to develop sustained attention and concentration to enable them to segment and blend to read short reading books which they can share at home and school with a grown-up.</p> <p>To begin to develop accurate decoding/blending and segmenting skills, in line with the phonics programme – aiming to read sentences with phase 2 common exception words.</p> <p>To develop their knowledge of oral story telling language through regular oral reciting.</p> <p>To begin to make simple inferences from illustrations and short sentences located within the chosen text types as outlined on the long-term plan.</p> <p>Participate in, memorise and perform simple action rhymes which link to the chosen texts and the nursery rhymes identified.</p> <p>To continue to recognise the differences between fiction and non-fiction texts and engage in extended conversations about stories.</p> <p>Memorise and perform more complex action rhymes and nursery rhymes.</p> <p>Writing Objectives (taught in each aspect of the chosen text type through four adult-directed activities):</p> <p>To develop pupils’ abilities to write labels, lists and simple captions as part of their story telling recount from the chosen text types.</p> <p>As the term progresses, to make plausible phonetic attempts to convey simple word structure – building up to sentence recall and writing where they will</p>	<p>Ongoing revisits: routines and provision (as above and using an advent calendar to recognise numbers and count the days to Christmas, talking about door numbers (Christmas and the Jolly Postman) Introducing the date on morning message board, taking away to find the total of children present each morning.</p> <p>Number:</p> <p>To expose pupils to numerals 0-20 – enabling them to recognise the numerical association and the connected composition.</p> <p>To continue to develop accurate 1:1 correspondence for numbers to 10.</p> <p>To develop and have an ability to subitise accurately for numbers 0-10 utilising both cubes and dice dot counting.</p> <p>To accurately identify and solve 1 more and 1 less and begin to introduce and expose pupils to the concept of simple calculations and mathematical symbols (= + -) up to number families to 8.</p> <p>To begin to expose pupils to the language of odd and even through the groupings of cubes and numbers.</p> <p>Numerical Patterns:</p> <p>To develop pupils’ ability to recognise circles, triangles and squares (N.B. WRM encourages circles and triangles – but we are introducing squares).</p> <p>To ensure that children can recognise shapes in their environment and describe their position accurately utilising prepositional phrases as per Development Matters (e.g., on top of, underneath, behind, in front, over, beside, around and through.)</p> <p>To ensure pupils can answer the following questions: How do you know it is a circle/triangle? Where can you see small shapes? Where can you see large shapes?) and begin to use subordination to explain their answer to the questions outlined.</p> <p>To sort shapes in accordance with their properties e.g. sides/vertices.</p> <p>To identify that one shape can form another shape through the folding of paper e.g. folding a square across the diagonals to form two triangles.</p> <p>To recognise what occurs during the day compared to at night.</p>	<p>Links to Science</p> <p>To articulate observations describing changes to trees and woodland plants in winter.</p> <p>To demonstrate an understanding of hot, cold, heating and melting through basic experiments linked to seasonal change e.g. melting ice.</p> <p>To learn about how the daylight is when the sun is in the sky and that night occurs because the Earth rotates around the sun.</p> <p>To begin to introduce pupils to the principle of light and dark and nocturnal animals (Katie’s Starry Night/Owl Babies).</p> <p>Links to Geography</p>  <p>To name locality features including street names on a simple route to church or the local supermarket.</p> <p>To name some special buildings in our community and explain their function through role play and small world re-enactment.</p> <p>To develop an appreciation for other countries and continents through the physical features of their existence or man-made structures e.g. Eiffel Tower in France, Statue of Liberty – United States of America, Sydney Opera House, Australia and develop a recognition that we usually travel to these countries by plane.</p> <p>Links to History</p> <p>To understand the importance of Remembrance and that Remembrance is ‘for the soldiers’ who helped us on the road to freedom.</p> <p>Continuation of class timeline</p> <p>To develop an appreciation of important events including: birthdays and Christmas (looking back and looking forward).</p> <p>To understand that some places are special to members of their community.</p> <p>Supplementary Text</p>  <p>To demonstrate and recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Describe family Christmas traditions.</p> <p>Overall Learning Outcome:</p> <p>Children are encouraged to explore differences between themselves and others, including celebrations that occur in the UK and around the world.</p>	<p>Tools</p> <p>To continue to refine pupils’ abilities to hold a paintbrush and begin to recognise how to make lines and draw shapes with paintbrushes of varying sizes.</p> <p>To continue to develop scissor technique and refine technique dependent upon pupils’ starting points.</p> <p>To recognise that other tools can help to support pupils’ creativity e.g. printing repeated patterns using paper hole punches.</p> <p>To develop independence in accurate glueing including that of gluesticks and liquid glue.</p> <p>To remember the importance of safety techniques and rules that must occur when utilising tools in the creative area.</p> <p>To make a hook and use ribbon to begin to fasten materials together.</p> <p>Colours</p> <p>To name primary colours – beginning to explore colour mixing with primary colours – recognising how to make new colours and to develop an awareness of how to lighten/darken a colour using white/black to support the process.</p> <p>To continue to apply paint to a medium with control and care.</p> <p>Mark Making</p> <p>To continue to mark make with a purpose utilising a variety of tools including: pencils, coloured pencils (chubby) and thin, crayons, chalk and felt tips and recognise the associated pressure that is required to apply the tools to the surface in order make marks.</p> <p>To begin to make marks with meaning and exploring simple representations of people, events and objects and know that mark makings can tell a story e.g. Talk4Writing mind-maps.</p> <p>Recycled Materials</p> <p>To apply my knowledge of sellotape and masking tape to connect items securely – focusing on different mediums e.g. cardboard and plastic.</p> <p>Ideas and Inspiration</p> <p>To choose own materials and develop own ideas with increasing confidence</p> <p>Development Matters for Music</p> <p>To identify how pitch can be reproduced with his or her voice the pitch of a tone sung by another.</p> <p>To develop more consistency in pupils’ ability to sing a melodic shape (moving melody, e.g. up and down, down & up) of familiar songs.</p> <p>To begin to memorise age-appropriate songs and begin to perform in groups. (Nativity)</p> <p>Focus songs/Hymns</p> <p>Fireworks Makaton song</p> <p>As part of the school’s music curriculum – develop familiarity with school’s Nativity songs including:</p> <ul style="list-style-type: none"> • Away in a Manger • It was on a Starry Night • Jingle Bells • Rudolph the Red Nosed Reindeer 	<p>Knowledge and Understanding</p> <p>Sing songs, make music and dance to express religious stories.</p> <p>Listen, talk about and role play similarities and differences between themselves and others, and among families, church communities and church traditions.</p> <p>Give their attention to what others say and respond appropriately.</p> <p>Listen and talk about key figures in the history of the People of God.</p> <p>Advent / Christmas: Loving:</p> <p>Know that a birthday is a special celebration.</p> <p>Know that Advent is a special time looking forward to Christmas and the birth of Jesus.</p> <p>Recognise the Nativity story.</p> <p>Recognise signs of Christmas - Advent Wreath, crib etc.</p> <p>Judaism</p> <p>Know the story of the oil lamp.</p> <p>Understand the Menorah is a special candlestick.</p>

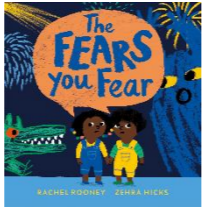

	Physical development is vital in children's all-round development, enabling them to pursue happy, healthy, active lives.						<p>demonstrate the use of CVC words and common exception words.</p> <p>Grammar Objectives:</p> <p>Begin to use a range of verbs orally in a sentence.</p> <p>Begin to use adjectives to orally describe someone.</p> <p>Orally rehearse sentences with an adjective, with support.</p> <p>Oracy Objectives:</p> <p>Listen to an adult model good intonation and rhythm when reading and to copy this when joining in with a repeated refrain.</p> <p>Take turns in conversations.</p> <p>Begin to use some gestures when describing the character.</p> <p>Handwriting Objectives:</p> <p>Handwriting – to demonstrate accuracy when completing:</p> <ul style="list-style-type: none"> Angled patterns Eights Spirals. Left-to-right orientation Mix of patterns Review of patterns. <p>Overall learning outcomes:</p> <p>I can make marks (inform)</p> <p>I can form letters (inform)</p> <p>I can begin to combine letters to write VC/CVC words – inform</p> <p>I can write my name- inform</p> <p>I can label a picture – inform</p> <p>I can attempt to write a sentence (inform)</p>			<p>To be exposed to and to utilise time adverbials such as 'first', 'then', 'after', 'before', 'day', 'night', 'morning', 'afternoon', 'today' and 'tomorrow' to describe different events.</p> <p>To revisit the objective from Autumn 1, where pupils have to articulate that an object is bigger in 'size' it does not mean it is heavier in 'mass'.</p> <p>To begin to understand and comprehend that just because an object is 'taller' does not mean it can contain more 'liquid' than an object which is squat and wider.</p> <p>To revisit copy and continue repeating patterns as part of continuous provision and explicit mathematics teaching.</p>			<ul style="list-style-type: none"> Twinkl twinkl (Makaton) <p>Rhymes</p> <p>Rain Rain Go Away</p> <p>It's Raining it's Pouring</p> <p>5 Little Apples</p> <p>Twinkle Twinkle Little Star</p> <p>We went to the Animal Fair</p>										
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2
celebrate light dark happy Christmas night	explode firework shadow bonfire glow shimmer swirl	Diwali Rangoli	Travel balance roll throw catch click twist fork	Trowel join (noun)		Welcome celebrate safe dangerous	Challenge bullying	e-safety	Retell label list	Spiral fiction non- fiction		Rectangle square circle triangle curve straight flat over under next to behind between order add take away odd even	characteristics 3d Shapes repeat patterns equals	Cone sphere cuboid	cold ice snow freeze air shiny dark	Collect melt shimmer reflect shadow	Hibernate	Light dark fasten	Shadow dashing sleigh bright	Pitch	Birthday wait celebrate Christmas Jesus Mary Joseph clothes	Swaddling manger crib wreath wise	Advent

Spring 1	Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design	Religious Education
Spring 1	<p>To begin to develop the ability to utilise subordination and conjunction use in sentence structures e.g. because/so/and – enabling pupils to explain their reasons and choices.</p> <p>To formulate and respond, with increasing levels of confidence, to “Why” and “How” questions – using</p>	<p>Gross-motor skills:</p> <p>To continue to develop their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>To continue to develop ball throwing and catching skills – recognising how to catch</p>	<p>To articulate the rationale for school regimes and expectations.</p> <p>To engage in paired games, facilitated by an adult including: e.g. Snakes and Ladders, Bingo, Matching Pairs and Jigsaws to develop perseverance and resilience.</p>	<p>Phonics Objectives:</p> <p>Rocket Phonics – j v w x y z zz qu.</p> <p>To read tricky words - he she we me be you are was all they my.</p> <p>To read simple phrases and sentences made up of words</p>	<p>Ongoing revisits- routine and provision</p> <p>As above and using maths continuous provision to complete weekly challenge tasks (adult directed)</p>	<p>Links to Science</p> <p>To continue to develop confidence in describing what they see, hear and feel whilst outside, in reference to seasonal change.</p>	<p>Tools</p> <p>To utilise alternative methods to create paintings e.g. paint rollers.</p> <p>To become more confident and competent in the use of glue spreaders and PVA to support collaging materials.</p> <p>Colours</p>	<p>Knowledge and Understanding</p> <p>Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories.</p>




<p>Winter</p>  <p>Cultural Calendar</p> <p>Careers Week</p> <p>E-safety Day</p> <p>Shrove Tuesday</p>	<p>whole sentences when responding to set questions.</p> <p>To introduce a storyline or narrative into their play utilising time adverbials which have been taught and absorbed as part of the everyday classroom environment (e.g. first, then, last.)</p> <p>To use a range of word endings to describe the present and past tense with increasing accuracy when using irregular verbs.</p> <p>To articulate and communicate in a four-part sentence structure throughout the course of the school day e.g. 'The boy is playing in the park'.</p> <p>To utilise Talk4Writing strategies to orally rehearse sentence subordination idea or action to another using a range of connectives.</p> <p>To stay focused on adult led and independent activities long enough to complete then and begin to independently apply taught skills.</p> <p>To recall and define specialist vocabulary for the half term.</p> <p>Overall learning outcome:</p> <p>Children can use language to express their ideas – particularly with relation to their learning in UtW.</p> <p>Children are beginning to talk about their learning, and the characteristics of effective learning.</p>	<p>small balls and an awareness of different types of throws e.g.. underarm/overarm.</p> <p>To participate in an organised dance – where pupils are required to use their bodies to reflect a short routine e.g. liturgical dance.</p> <p>To explain body changes during exercise.</p> <p>To kick a large ball with one foot while swinging opposite arm aiming at different targets.</p> <p>Fine-motor skills:</p> <p>To develop the coordination to weave and thread and begin to develop the coordination to attempt to tie small knots.</p> <p>To develop control and an awareness of health and safety when carrying tools and equipment safely and accurately</p> <p>To cut with definition and control, holding scissors correctly.</p> <p>To continue to develop 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 refined technique when using a knife to spread e.g. butter and jam using a knife.</p> <p>Overall learning outcome:</p> <p>Physical development should continue to ensure that they are developing the correct level of independence to support them in all-round development, enabling them to pursue happy, healthy, active lives.</p>	<p>As part of the school's career strategy, listen to external speakers and learn about their job roles, beginning to recognise what they might aspire to be when they are older.</p> <p>To show care and concern for one another in times of need e.g. showing empathy when someone has fallen over.</p> <p>To understand that families are made-up of different beings and that some children have extended family in other countries.</p> <p>To recognise the actions that we can take during spring to help to develop responsibility and care for plants in wider world.</p> <p>To recognise their positive qualities and talents and describe what they are good at or what groups they are part of.</p> <p>To continue to develop an awareness for healthy choices.</p> <p>Overall learning outcome:</p> <p>Careers Week- Children learn about the way that a career can impact others. What kind of person am I and what kind of career do I aspire to?</p> <p>To demonstrate knowledge about staying safe outside in icy/windy stormy conditions.</p> <p>Staying safe online (online safety day February)</p> <p>Friendships in wider play – resolving conflict in lunchtime sessions (applying conflict resolution independently)</p> <p>Preparing healthy snack in small group time</p> <p>Linked Stories-</p> <p>Real Life Superheroes</p> <p>The Dot</p> 	<p>with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Reading Objectives (taught in each aspect of the chosen text type and phonics programme - through four adult-directed activities and x5 daily phonics input):</p> <p>To continue to develop name awareness of surnames and to use their name-card in their daily tasks.</p> <p>To use sustained attention and concentration to enable them to segment and blend to read short reading books which they can share at home and school with a grown-up.</p> <p>To utilise accurate decoding/blending and segmenting skills, in line with the phonics programme – aiming to read sentences with common exception words.</p> <p>To develop their knowledge of oral story telling language through regular oral reciting.</p> <p>To begin to make more complex inferences from illustrations and short sentences located within the chosen text types as outlined on the long-term plan.</p> <p>To continue to identify and articulate the differences between fiction and non-fiction texts and engage in extended conversations about stories.</p> <p>Memorise and perform more complex action rhymes and nursery rhymes.</p> <p>Writing Objectives (taught in each aspect of the chosen text type through four adult-directed activities):</p> <p>To develop pupils' abilities to write labels, lists and simple captions as part of their story telling recount from the chosen text types.</p> <p>As the term progresses, to make regular plausible attempts, through each text type, to convey meaning through simple sentences utilising conventions of sentence structure for capital letters and full stops utilising CCVC words, digraphs and common exception words.</p> <p>To proof-read learning to check it makes sense.</p> <p>To begin to respond to feedback to correct errors and misconceptions with adult support and guidance.</p> <p>Write simple sentences and captions with regular words, including those with digraphs.</p>	<p>Literacy Links: One Snowy Night- addition of animals Goodnight Moon- sequencing events in the day</p> <p>Number:</p> <p>To expose pupils to numerals 0-20 – enabling them to recognise the numerical association and the connected composition.</p> <p>To continue to develop accurate 1:1 correspondence for numbers to 10.</p> <p>To continue to expose pupils to the language of odd and even through the groupings of cubes and numbers and through the subtitising of objects to 8.</p> <p>To identify the concept of doubling to 8 including doubling of numbers 1,2,3,4 to make 8 and how to group doubles.</p> <p>To understand and be able to combine two groups together, continuing to build upon their knowledge of basic calculations using associated language of addition and equals.</p> <p>To accurately identify and solve 1 more and 1 less and begin to introduce and expose pupils to the concept of simple calculations and mathematical symbols (= + -) up to number families to 8.</p> <p>To continue to expose pupils to the language of odd and even through the groupings of cubes and numbers to 10.</p> <p>Numerical Patterns:</p> <p>To understand and sequence the order of their day (e.g. breakfast, lunch, dinner, play, bedtime)</p> <p>To develop pupils' ability to remember the days of the weeks, months of the years and the year in which they were born and the year that we are now in.</p> <p>To sequence seasons – autumn, winter, spring and summer.</p> <p>To recognise o'clock – and that there are 12 numbers on a clock face.</p> <p>To identify that the hands on a clock face point to numbers and that when the big hand is on 12, it points to o'clock.</p> <p>To demonstrate confidence when describing and comparing two objects in size, mass and capacity.</p> <p>To revisit Autumn 1 shape recognition of triangles, circles and squares, as part of continuous provision and explicit mathematics teaching.</p> <p>To revisit from autumn: ensuring that children can recognise shapes in their environment and describe their position accurately utilising prepositional phrases as per Development Matters (e.g., on top of, underneath, behind, in</p>	<p>To begin to explore the process of 'rotting' and decomposition through the observations of leaves dying and decomposing.</p> <p>To continue to demonstrate an understanding of hot, cold, heating and melting through basic experiments linked to seasonal change e.g. melting ice.</p> <p>To know and demonstrate how to grow and care for plants and begin to recognise and articulate that they need soil, light and water to survive.</p> <p>To describe the changes to trees and woodland plants which take place in early spring.</p> <p>To learn about Animals in Winter in this country and beyond – understanding the process of 'hibernation' and why it occurs. To introduce children to animals outside of this country and begin to attain knowledge beyond the typical animals of this country including: pica, woodchuck, fox, rabbit, deer</p> <p>Links to History</p> <p>To understand that some places are special to members of the community (church)</p> <p>To develop a continuation of our class timeline – identifying when Springtime and Eastertime occur.</p> <p>Links to Geography</p>  <p>To analyse signs and symbols on different types of maps e.g. for example in school/church, and the local community and begin to understand their use and replicate their form during independent maps.</p> <p>To explore the natural world around them including the local area and park.</p> <p>To recognise that some environments are different to the one in which they live (referencing Animals in Winter).</p> <p>To understand the effect of changing seasons on the natural world around them</p> <p>Supplementary Text (The Northern Lights)</p>  <p>Overall Learning Outcome:</p> <p>To observe and discuss seasonal changes as experienced in our school environment</p> <p>To know how some animals, respond to seasonal changes in winter.</p>	<p>To begin to experiment with different shades of colours (in paint/pastel or with coloured pencils), further creating lighter and darker tones.</p> <p>Mark Making</p> <p>To use alternative forms to make marks during EAD sessions including: pastels – utilising and applying colours using fingers to smudge.</p> <p>Recycled Materials</p> <p>To understand that a model is a representation of an idea.</p> <p>To begin to develop an appreciation for recycling materials – and learn about how to cut and tear paper for collage.</p> <p>Ideas and Inspiration</p> <p>To express ideas about their own work – articulating strengths and areas for improvement.</p> <p>To watch and talk about dance and performance art, expressing their feelings and responses (Chinese New Year)</p> <p>To sing in a group or on their own, increasingly matching the pitch and following the melody (Little Celebration of the Word.</p> <p>Development Matters for Music</p> <p>Moves to the sound of instruments, eg walks, jumps, hops to the sound of a beating drum. Combines moving, singing and playing instruments, eg marching, tapping a drum whilst singing. Moves in time to the pulse of the music being listened to and physically responds to changes in the music, eg jumps in response to loud/sudden changes in the music. Replicates familiar choreographed dances eg imitates dance and movements associated with pop songs. Choreographs his or her own dances to familiar music, individually, in pairs/small groups.</p> <p>Focus songs/ hymns</p> <p>Oh word of God Share the Light of Jesus London's Burning Frère Jacques</p> <p>Focus Rhymes</p>	<p>Write simple sentences about religious stories using phrases or words which can be read by themselves and others.</p> <p>Talk about past and present events in their own lives and in the lives of family members.</p> <p>Sing songs, make music and dance to express religious stories.</p> <p><u>Local Church – Community: Celebrating</u></p> <p>Understand what a celebration is and how the Parish family celebrate.</p> <p>Recognise the Presentation story.</p> <p><u>Eucharist – Relating: Gathering</u></p> <p>Understand how and why people gather together and the importance of gathering for Sunday Mass.</p> <p>Recognise people gather together at Mass to share stories of God's love.</p> <p>Recognise the Lectern and how it is used.</p>
---	--	---	---	--	---	--	--	--

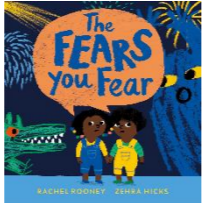
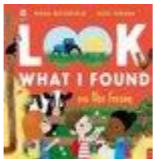
										Grammar Objectives: Orally compose a simple sentence with subject and verb. Oracy Objectives: Begin to speak in sentences joining phrases with words such as 'if, because, so, could, but' Handwriting Objectives: Long-legged giraffe letters: l, i, u, t, j, y. Overall learning outcomes: I can write a list – Inform I can write text for a poster - Inform I can write a sentence to express my ideas – Inform/entertain I can write a plan - Entertain/inform I can write my full name - Inform I can write a sign - Inform I can write a description of my creative work – Entertain																	
Vocabulary	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3			
	ice snow cold tree sun sleep moon	icicle snowflake frost melt freeze	hibernate	dance target aim	Underarm overarm weave		safe dangerous	career aspiration healthy unhealthy	e-safety	storm description tut miserable alive migrate twig drift moon hush			I, add plus odd even before after first next today tomorrow w yesterday o'clock hour minutes seconds months	altogether r total heavier lighter higher longer shorter taller double combine	subitise	winter snow ice fox rabbit deer	melt freeze storm crunch frost	hibernate pica woodchuck	tear	smudge model shade collage beat pulse		“The Lord be with you.” “And with your Spirit.” I, church celebrate family community party memory Father welcome listen pray sing gather together alone	Priest Parish community temple Mass	lectern altar			

Spring 2	Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design	Religious Education
Spring 2 Growing   	Learn rhymes, poems and songs. Articulate their ideas and thoughts in well-formed sentences. Tell entire familiar stories using sequenced illustrations as prompts. Answer open ended or speculative questions. Teach new skills to others verbally and by demonstration. Give detailed recounts of experiences in correct order Recall and define specialist vocabulary for the half term. Overall Learning Outcome: the development of children's spoken language underpins all seven areas of learning and development.	Gross-motor skills: To control small games equipment when transporting, collecting and throwing, understanding rules and games. To climb on large scale equipment with increasing control. To travel across more complex obstacle courses including changes of height including; teddy bear, forward rolls and where able, an introduction to backwards rolls. To use additional resources to develop further hand-eye coordination including: racquets, and bats and hockey sticks. To develop hand, eye and arm coordination and control when a moving ball using a stick. To begin to develop accuracy and the basics of technique when holding racquets. To begin to develop and notion for the best part of a foot to strike a ball. Fine-motor skills:	To develop an ability to overcome simple challenges through a problem-solving approach. To negotiate challenges with a partner, and in a small group and take steps to overcome problems encountered. To further refine their ability to negotiate challenge both physically and emotionally with their peers. To develop strategies to make new friends: understanding their likes and dislikes and that it is okay to have different interests from one another. To engage in imaginative shared play with other children, taking on different roles both in the role play area and in shared activities. To choose ingredients for a healthy snack and identify an increasing array of fruit and vegetables. To recognise the importance of good oral hygiene and importance of teeth brushing – understanding the importance of decay and plaque and the consequences of too much sugar/acidic foods. Overall Learning Outcome:	Phonics Objectives: Rocket Phonics: Read and write ch sh th ng ai ee igh oa oo. Read and write common exception words: he she we me be you are was all they my Reading Objectives (taught in each aspect of the chosen text type and phonics programme - through four adult-directed activities and x5 daily phonics input): To continue to develop name awareness of surnames and to use their name-card in their daily tasks. To re-read familiar books to develop confidence in word reading, fluency, understanding and enjoyment. To utilise accurate decoding/blending and segmenting skills, in line with the phonics programme – aiming to read sentences with common exception words. To develop their knowledge of more complex oral story telling	Ongoing revisit: routines and provision- as above and number facts of the day (morning message board time) Literacy Links Seasons and the passing of time- The Tiny Seed Jack and the Beanstalk- measure Oliver's Vegetables- Days of the week Number: To enable pupils to recognise the numerical association and the connected composition from 0-20. To continue to develop accurate 1:1 correspondence for numbers to 10. To continue to expose pupils to the language of odd and even through the groupings of cubes and numbers and through the substitising of objects to 10. To identify the concept of doubling to 10 including	Links to Science: To understand the effect of changing seasons on the natural world around them and recognise and cite the seasonal changes of spring into summer. To identify the features of a plant, and the growth of new life via observations and interactions with plants. Supplementary Text  Links to History The recognise the passing of time (The Tiny Seed) To use timelines to demonstrate and sequence the order of events of a plant growing. To learn about older family members (Grandparents) Oliver's Vegetables To utilise the class timeline, recognising and placing different generations on it, accurately.	Tools To use more refined tools to support their creations including: finer paintbrushes, watercolour palettes, fine black pens so that they begin to demonstrate more control and more detail in their EAD work. Colours To begin to demonstrate an appreciation for complex paint mixing – including through the regular use of watercolour paints. Mark Making To begin to use fine pens to draw in more detail, attempting observational drawing, and paying close attention to the lines and respecting the boundaries. Recycled Materials To utilise a variety of other materials including: ribbons, string, treasury tags, paper clips to develop moving representations when model making. To begin to understand how to fold paper to create alternative sizes and recognise that folding paper can support the creation of cards e.g. for Mother's Day.	Knowledge and Understanding Share religious stories they have heard and read with others. Listen, talk about and role play similarities and differences in relation to places they have read or heard about family, church communities and scripture stories. Listen and talk about religious signs and symbols used in worship. Use religious signs and symbols in role play. Sing songs, make music and dance to express religious stories. <u>Lent / Easter – Giving: Growing</u> Know that spring is the time with things begin to grow. Know that Lent is a time to grow in love, be more like Jesus and look forward to Easter. Recognise the stories of Good Friday and Easter Sunday as religious stories. Recognise the Cross, the words of the Sign of the Cross and the Easter garden. <u>Islam</u>

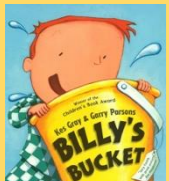
<p>Cultural Calendar:</p> <p>Ash Wednesday</p> <p>Mother's Day</p> <p>World Book Day</p> <p>Feast of St Joseph</p> <p>Easter</p>	<p>To safely use a wider range of food preparation tools including chopping boards and knives, graters, fruit squeezers.</p> <p>To continue to refine the ability to hold a 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>Overall Learning Outcome:</p> <p>Physical development is vital in children's all-round development, enabling them to pursue happy, healthy, active lives.</p>	<p>Care of the natural environment at school – helping to plant seeds, tidy leaves and replenish compost in planters.</p> <p>Lent - Making Lenten promises, appreciating that the choices they make will impact on others (developing empathy)</p> <p>Linked Stories-</p> <p>Tidy</p> <p>Ways to say I love you</p> <p>The Fears you Fear (Children's Mental Health Week)</p> 	<p>language through regular oral reciting.</p> <p>To begin to make more complex inferences from illustrations and short sentences located within the chosen text types as outlined on the long-term plan.</p> <p>To continue to identify and articulate the differences between fiction and non-fiction texts and engage in extended conversations about stories, making predictions about the texts they are reading.</p> <p>Memorise and perform more complex action rhymes and nursery rhymes.</p> <p>Writing Objectives (taught in each aspect of the chosen text type through four adult-directed activities):</p> <p>To develop pupils' abilities to write labels, lists and simple captions as part of their story telling recount from the chosen text types.</p> <p>As the term progresses, make more consistent regular plausible attempts, through each text type, to convey meaning through simple sentences utilising conventions of sentence structure for capital letters and full stops utilising CCVC words, digraphs and common exception words.</p> <p>To proof-read learning to check it makes sense.</p> <p>To remember to respond to feedback to correct errors and misconceptions with adult support and guidance.</p> <p>Write simple sentences and captions with regular words, including those with digraphs, with less adult intervention and support.</p> <p>Grammar Objectives:</p> <p>Break down and organise thoughts into simple sentences.</p> <p>Oracy Objectives:</p> <p>Describe events that have happened in detail.</p> <p>Handwriting Objectives:</p> <p>To develop consistency in orthographic correspondence of digraph letter formations – in line with phonics programme.</p> <p>To develop more consistent accurate placement of letters and orientation.</p> <p>Handwriting:</p> <ul style="list-style-type: none"> Revisit curly caterpillar letters c a d o s q e f. 	<p>doubling of numbers 1,2,3,4 and now 5 to make 10 and how to group doubles.</p> <p>To remember how to combine two groups together, continuing to build upon their knowledge of basic calculations using associated language of addition and equals.</p> <p>To become familiar with and develop automaticity in number bond families up to 10 – using part-whole models to represent the compositional make-up.</p> <p>To accurately identify and solve 1 more and 1 less to 10 and continue to expose pupils to the concept of simple calculations and mathematical symbols (= + -) up to number families to 10.</p> <p>Numerical Patterns:</p> <p>To understand and sequence the order of their day (e.g. breakfast, lunch, dinner, play, bedtime)</p> <p>To develop pupils' ability to remember the days of the weeks, months of the years and the year in which they were born and the year that we are now in.</p> <p>To revisit sequencing of seasons – autumn, winter, spring and summer.</p> <p>To remember o'clock – and that there are 12 numbers on a clock face.</p> <p>To remember that the hands on a clock face point to numbers and that when the big hand is on 12, it points to o'clock.</p> <p>To demonstrate confidence when describing and comparing two objects in size, mass and capacity.</p> <p>To revisit Autumn 1 shape recognition of triangles, circles and squares and know that they are 2D shapes.</p> <p>To recognise 3D shapes within the environment – including: cube, cuboid, cylinder, sphere and where able expose pupils to prisms. To identify where 2D shapes are present within 3D shapes and know that 3D shapes have faces, edges and vertices.</p> <p>To revisit from autumn: ensuring that children can recognise shapes in their environment and describe their position accurately utilising prepositional phrases as per Development Matters (e.g., on top of, underneath, behind, in front, over, beside, around and through.)</p> <p>To continue to revisit copy and continue repeating patterns as part of continuous provision and explicit mathematics teaching.</p>	<p>Links to Geography:</p>  <p>To begin to use more accurate representations when creating simple maps including that of pirate treasure maps and the local community grounds and use these to create simple trails.</p> <p>To recognise some environments are different to the one in which they live (The Tiny Seed)</p> <p>To understand the effect of changing seasons on the natural world around them – including temperature changes.</p> <p>Overall Learning Outcome</p> <p>Children are encouraged to investigate how plants grow. What do they need and where can we plant them? Children develop their understanding of seasons learning about the life-cycle of plants.</p>	<p>Ideas and Inspiration</p> <p>To begin to learn about the role of an artist.</p> <p>Development Matters for Music</p> <p>Creates music based on a theme eg creates the sounds of the seaside. Finds and records sounds using recording devices. Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, eg playing quietly with quiet parts within music, stopping with the music when it stops.</p> <p>To demonstrate an ability to follow basic notation using tuned percussion e.g. bells to follow a simple and familiar nursery rhyme.</p> <p>Focus songs/hymns</p> <p>Sing Hosanna</p> <p>I know a King who rides a donkey</p> <p>There's a worm at the bottom of the garden.</p> <p>Rhymes</p> <p>Busy Farmer Ben</p> <p>Did you Ever See a Bunny</p> <p>5 Little Apples</p> <p>Oats and Beans and Barley Grow</p> <p>One Man went to Mow</p>	<p>Know key artefacts.</p> <p>Know a Mosque is a place of worship and the Qu'ran is a special holy book.</p>
--	---	---	--	---	--	---	--

										<ul style="list-style-type: none"> Practise all the curly caterpillar, long-legged giraffe and one-armed robot letters. Capital letters – long legged giraffe letters and one armed robot letters. <p>Overall learning outcomes: I can write a list – Inform I can write text for a poster - Inform I can write a sentence to express my ideas – Inform/entertain I can write a plan - Entertain/inform I can write my full name - Inform I can write a sign - Inform I can write a description of my creative work - Entertain</p>															
Vocabulary	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	
	Grow plant stem flower water soil leaf spring seeds Makaton signs Grow tree sun seeds First, then, last Wonder Because I. grow plant flower water soil leaf spring seed first then last because	wonder stem		forward backward roll	transport collect		decay plaque fear same different like dislike	decay negotiate	plaque Lent	read check	recount re-read	decode blend segment	number bonds tens frame more than, fewer than odd even subitise face edge vertices	face	vertices subitise tens frame	grow plant seed leaf flower vegetable	Pollen roots stem petal		Fold create	Artist blend watercolour palette		grow spring different cross	Easter Lent	resurrection	

Summer 1	Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design	Religious Education
<p>Summer 1</p> <p>Life-Cycles/Change</p>   <p>Cultural calendar: National Gardening Week</p>	<p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Describe events in some detail.</p> <p>Use a range of adjectives to describe.</p> <p>Tell familiar stories with dialogue using small world figures or puppets or in role play with specific props.</p> <p>Understand and follow complicated instructions.</p> <p>Make up new stories with peers, showing knowledge of story structure to act them out.</p> <p>To use recognise reasons for success or failure in a challenge (plan, do, review)</p> <p>Recall and define specialist vocabulary for the half term.</p> <p>Overall Learning Outcome:</p> <p>the development of children's spoken language underpins all seven areas of learning and development.</p>	<p>Gross-motor skills:</p> <p>To control small games equipment when transporting, collecting and throwing, understanding rules and games.</p> <p>To climb on large scale equipment with increasing control.</p> <p>To travel across more complex obstacle courses including changes of height and recognise the importance of a combination of rolls including refining; teddy bear, forward rolls and where able, an introduction to backwards rolls.</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.</p> <p>To develop improved hand, eye and arm coordination and control when a moving ball using a stick.</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>Fine-motor skills:</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 know and talk about the different factors that support their overall wellbeing (regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <p>To remember rules for safety including: knowing their address, using 999 and how to use a mobile phone in an emergency situation.</p> <p>To develop an improved sense of responsibility and taking ownership of possessions during start and end of day procedures.</p> <p>To engage in more complex and extended turn taking games e.g. Snakes and Ladders, Bingo, Matching Pairs and Jigsaws to develop perseverance and resilience.</p> <p>To read facial expressions and body language, extending the vocabulary of emotions.</p> <p>To use recognise reasons for success or failure in a challenge (plan, do, review).</p> <p>To continue to develop an appreciation for living together harmoniously in the classroom and community, alike.</p> <p>To appreciate and use strategies to help to develop successful friendships.</p> <p>To understand about the importance of how to be responsible when caring for living creatures.</p> <p>To develop an appreciation of how we should treat one another e.g. rules of society – particularly with reference to visitors to school, elderly people, offering seats to one another, opening doors for one another.</p>	<p>Phonics Objectives:</p> <p>Rocket Phonics ar or ur ow oi ear air ure er</p> <p>To read and write sentences including phase 3 digraphs and common exception words – some one said come do so were when have there out little what.</p> <p>To predict the development of the plot and empathise with characters.</p> <p>To make links between texts.</p> <p>To use simple non-fiction books.</p> <p>To demonstrate understanding when talking with others about what they have read.</p> <p>Reading Objectives (taught in each aspect of the chosen text type and phonics programme - through four adult-directed activities and x5 daily phonics input):</p> <p>To continue to develop name awareness of surnames and to use their name-card in their daily tasks.</p> <p>To re-read familiar books to develop confidence in word reading, fluency understanding and enjoyment.</p> <p>To utilise accurate decoding/blending and segmenting skills, in line with the phonics programme – aiming to read sentences with common exception words.</p> <p>To develop their knowledge of more complex oral story telling</p>	<p>Ongoing revisits: Provision and Routines. Keeping a calendar to track when butterflies will emerge from cocoons. Measuring how tall we are. Literacy Links: Sequencing seasons (the Growing Story) days of the week (The Very Hungry Caterpillar)</p> <p>Number:</p> <p>To enable pupils to recognise the numerical association and the connected composition from 0-20.</p> <p>To continue to develop accurate 1:1 correspondence for numbers to 20.</p> <p>To orally count beyond 20 – exposing pupils to counting in 2s and 10s and counting backwards in corresponding amounts.</p> <p>To continue to expose pupils to the language of odd and even through the groupings of cubes and numbers and through the subitising of objects to 20.</p> <p>To identify the concept of doubling to 14 including doubling of numbers 1,2,3,4, 5, 6 and 7.</p> <p>To compose simple number calculations adding and subtracting within 20 – developing further automaticity of number bonds to 20 and associated language of addition, subtraction and equals.</p>	<p>Links to Science</p> <p>To understand the beginning of a life-cycles – through the development of a tadpole to a frog and a caterpillar to a butterfly as well as baby to an elderly person.</p> <p>To understand that some animals transform or have metamorphose into other creatures.</p> <p>To develop their use of scientific vocabulary when articulating the life-cycle of the creatures.</p> <p>Links to History (The Growing Story)</p> <p>Class timeline</p> <p>To show children pictures of Birtley from 100 years ago to present day – what has changed and what is different? To articulate their findings about present/past events. .</p> <p>To compare and contrast figures from the past with referencing to an occupation e.g., police officers – what is different about the way in which they dress now and how has their uniform evolved over time?</p> <p>To analyse how transportation changed throughout the time period specified.</p> <p>To add in baby photos/toddler photos.</p> <p>To describe the ways in which they have changed since starting school</p> <p>Links to Geography</p>  <p>To begin to recognise and develop an appreciation for countries surrounded by sea –</p>	<p>Tools</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>To use tools safely and with increasing control and confidence</p> <p>Colours</p> <p>To use self-service paint bar mixing colours without fear ensuring that their colour product matches their chosen purpose.</p> <p>Mark Making</p> <p>Children now access a broad range of mark making tools, including finer pens/ pencils for those who are ready</p> <p>To use drawing to begin to represent feelings.</p> <p>To develop an enhanced ability to draw from direct observation.</p> <p>Recycled Materials</p> <p>To use of a wider range of recycled materials to create detailed models (i.e. a car with wheels/ a house with furniture) and can continue to review improvements.</p> <p>Ideas and Inspiration</p> <p>Looking at the work of artists and incorporating ideas into our own work</p> <p>Development Matters for Music</p> <p>To keep a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making.</p>	<p>Knowledge and Understanding</p> <p>Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used.</p> <p>Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play.</p> <p>Sing songs, make music and dance to express religious stories.</p> <p><u>Pentecost – Serving: Good News</u></p> <p>Understand that everyone has Good News to share.</p> <p>Know that Pentecost is the celebration of the Good News of Jesus.</p> <p>Recognise religious words such as Pentecost, Good News, alleluia, Easter, Holy Spirit.</p> <p><u>Reconciliation – Interrelating: Friends</u></p> <p>Understand successful friendships.</p> <p>Know that Jesus had good friends.</p> <p>Understand what Jesus tells us about friendship (Jesus' rule).</p> <p>Recognise that Christians show love for one another because Jesus asked them to do so.</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>Overall Learning Outcome:</p> <p>Physical development is vital in children's all-round development, enabling them to pursue happy, healthy, active and safe lives.</p>	<p>To recognise a life-cycle, identifying babies, develop into children, adults and then the elderly.</p> <p>Overall Learning Outcome:</p> <p>Care of Living Creatures:</p> <p>How can we help the living creatures in our school garden? Replenishing bug hotel, planting wildflowers for bees</p> <p>To understand the human life cycle; how to be healthy and begin to appreciate the impact of healthy choices.</p> <p>Linked stories:</p> <p>The Bog Baby</p> <p>Greta and the Giants</p> <p>Betsy Buglove and the Bees</p> 	<p>language through regular oral reciting.</p> <p>To begin to make more complex inferences from illustrations and short sentences located within the chosen text types as outlined on the long-term plan.</p> <p>To continue to identify and articulate the differences between fiction and non-fiction texts and engage in extended conversations about stories, making predictions about the texts they are reading.</p> <p>To memorise and perform more complex action rhymes and nursery rhymes.</p> <hr/> <p>Writing Objectives (taught in each aspect of the chosen text type through four adult-directed activities):</p> <p>To develop pupils' abilities to write labels, lists and simple captions as part of their story telling recount from the chosen text types.</p> <p>As the term progresses, make more consistent regular plausible attempts, through each text type, to convey meaning through a series of simple sentences utilising conventions of sentence structure for capital letters and full stops utilising CCVC words, digraphs and common exception words, with minimal adult intervention.</p> <p>To proof-read learning to check it makes sense.</p> <p>To remember to respond to feedback to correct errors and misconceptions with adult support and guidance.</p> <hr/> <p>Grammar Objectives:</p> <p>Orally compose a simple sentence using joining words such as because or and</p> <hr/> <p>Oracy Objectives:</p> <p>Describe events that have happened in detail</p> <p>Use because to develop ideas</p> <hr/> <p>Handwriting Objectives:</p> <p>To develop consistency in orthographic correspondence of digraph letter formations – in line with phonics programme.</p> <p>To develop more consistent accurate placement of letters and orientation.</p> <p>Handwriting:</p> <ul style="list-style-type: none"> • Curly caterpillar letters c a d o s q g e f. • Practise all the curly caterpillar, long-legged 	<p>To identify odd and even numbers up to 20 and recognise how to group numbers to calculate whether they have an odd/even sum from two different addends.</p> <p>Numerical Patterns:</p> <p>To revisit o'clock – and that there are 12 numbers on a clock face.</p> <p>To revisit that the hands on a clock face point to numbers and that when the big hand is on 12, it points to o'clock.</p> <p>To continue to revisit and revise, copy and continue repeating patterns as part of more complex continuous provision and explicit mathematics teaching.</p> <p>To revisit from autumn and spring: ensuring that children can recognise shapes in their environment and describe their position accurately utilising prepositional phrases as per Development Matters (e.g., on top of, underneath, behind, in front, over, beside, around and through.) so that they can create a map and represent locations and buildings on a map.</p> <p>To revisit 3D shapes within the environment – including: cube, cuboid, cylinder, sphere and where able expose pupils to prisms.</p> <p>To remember that 2D shapes are present within 3D shapes and know that 3D shapes have faces, edges and vertices.</p>	<p>identify the polar regions and Antarctica – utilising the class carpet as a regular tool of reference for pupils.</p> <p>To develop pupils' use of the word 'continent' and 'oceans' when describing Earth's features.</p> <p>To begin to draw and create a map using real pictures/objects or symbols i.e. A map to show where the class butterflies fly away to in Birtley.</p> <p>To understand and demonstrate how to care newly planted flowers - exploring the natural world around them.</p> <p>Supplementary Text</p>  <p>Overall Learning Outcome:</p> <p>Children explore how they have changed from being a baby to the present day. Children develop understanding that lifecycles apply to animals and people. Children find out about their parents as children.</p>	<p>To tap a rhythm to accompany words, eg tapping the syllables of names/objects/ animals/lyrics of a song.</p> <p>To create a rhythm using instruments and body percussion.</p> <p>To demonstrate more confidence when following basic notation using tuned percussion e.g. bells/boom whackers to follow a simple and familiar nursery rhyme.</p> <p>Focus song:</p> <p>The Growing Song/If I were a butterfly</p> <p>Rhymes</p> <p>When I was one Wiggly Woo Here is the Beehive Five Little Speckled Frogs</p>	
--	--	--	---	--	---	--	--	--

										giraffe and one-armed robot letters.														
										<ul style="list-style-type: none"> Capital letters – long legged giraffe letters and one armed robot letters. <p>Overall learning outcomes: I can write a simple recount - Entertain I can write instructions - Inform I can write a story - Entertain I can write a letter - Inform I can write a prediction - Entertain</p>														
Vocabulary	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
	frog butterfly change	transform emerge	cocoon chrysalis tadpole froglet frog spawn gill	collect throw aim roll track print	transport dismantle		Screen brush care	emergency responsibility improve adapt dial		write read grow/ adult egg transform Leaf beautiful	plot characters fiction non-fiction illustrations predict memorise instructions	recite	add take away part whole line group	subtract double	subitise part-whole model tens frame	Change baby adult grow	hatch froglet transform emerge cycle	tadpole cocoon chrysalis froglet gill	mix pour	details attach fasten rhythm	Percussion	Share Holy Spirit	Easter	Pentecost

Summer 2	Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design	Religious Education
<p>Summer 2</p> <p>Journeys</p>  	<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>Overall Learning Outcome:</p> <p>To ensure that pupils' spoken language underpins all seven areas of learning and development.</p>	<p>Gross-motor skills:</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>Fine-motor skills:</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 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>Overall Learning Outcome</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>Linked Stories:</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>Grammar Objectives:</p> <p>Break down and organise thoughts into simple sentences.</p> <p>Compose a simple sentence orally using joining words such as because or and.</p> <p>Oracy Objectives:</p> <p>Use talk in play to practise new vocabulary.</p> <p>Use because to develop ideas.</p> <p>Handwriting:</p> <ul style="list-style-type: none"> Zig zag monster letters z v w x. Practise all the curly caterpillar and zig-zag monster letters Review all the curly caterpillar and zig-zag monster letters. 	<p>Ongoing revisits: Routines and Provision</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>Whole class and small group work</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>Links to Science</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>Links to Geography</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>Supplementary Text:</p>  <p>Links to History</p> <p>Class timeline- looking forward (transition) adding in next year/ siblings/ holidays)</p> <p>Found objects/artefacts from the past -Tiddler (underwater treasures)</p>	<p>Tools</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>Colours</p> <p>To continue to refine their ability to mix appropriate colours when painting and blending, darkening, and lightening shades, when appropriate.</p> <p>Mark Making</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>Ideas and Inspiration.</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>To demonstrate an ability to follow basic notation using tuned percussion e.g. bells/boom whackers/glockenspiels to follow a simple melody when playing a simple and familiar nursery rhyme.</p> <p>Focus songs/hymns</p> <p>Year 1 song What a wonderful world</p> <p>Rhymes</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>Knowledge and Understanding</p> <p>Read and understand simple sentences from scriptures or from their own religious stories.</p> <p>Meaning and Purpose</p> <p>Answer 'how' and 'why' questions about their experiences and in response to religious stories or events.</p> <p>Beliefs and Values</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>Specialist Vocabulary</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>

				<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>Use hand moulding and building techniques with malleable materials.</p> <p>Use fine pincer mark-making (malleable) tools with precision.</p> <p>Control large scale gardening tools including watering cans.</p> <p>Hold pencil effectively in preparation for fluent writing.</p> <p>Demonstrate strength, balance and control using PE equipment.</p> <p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Overall Learning Outcome</p> <p>Physical development is vital in children's all-round development, enabling them to pursue happy, healthy, active lives.</p>					<ul style="list-style-type: none"> Capital letters – zig zag monster letters and curly caterpillar letters. <p>Overall learning outcomes: I can write a simple recount - Entertain I can write instructions - Inform I can write a story - Entertain I can write a letter - Inform I can write a prediction - Entertain</p>						<p>Overall Learning Outcome</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 culturally as we journey to other parts of the world.</p>									
Vocabulary	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
	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	character s 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	
<p>Early Learning Goals (ELGs) to assess against by the end of summer 2</p> <p>Children at the expected level of development will:</p>	<p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary 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. 	<p>ELG: Gross Motor Skills</p> <ul style="list-style-type: none"> 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. <p>ELG: Fine Motor Skills</p> <ul style="list-style-type: none"> 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. 	<p>ELG: Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>ELG: Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>ELG: Building Relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; 	<p>ELG: Comprehension</p> <ul style="list-style-type: none"> 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. <p>ELG: Word Reading</p> <ul style="list-style-type: none"> 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. <p>ELG: Writing</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed; 	<p>ELG: Number</p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>ELG: Numerical Patterns</p> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<p>ELG: Past and Present</p> <ul style="list-style-type: none"> 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. <p>ELG: People, Culture and Communities</p> <ul style="list-style-type: none"> 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. <p>ELG: The Natural World</p> <ul style="list-style-type: none"> 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 	<p>ELG: Creating with Materials</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories. <p>ELG: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 																	

			<ul style="list-style-type: none">●Show sensitivity to their own and to others' needs.	<ul style="list-style-type: none">●Spell words by identifying sounds in them and representing the sounds with a letter or letters;●Write simple phrases and sentences that can be read by others.		<p>contrasting environments, drawing on their experiences and what has been read in class;</p> <ul style="list-style-type: none">●Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.		
--	--	--	--	--	--	--	--	--