

St Mary's Bryanston Square Skills Progression 2025-26- Reception Class



Characteristics of Effective Learning

Playing and exploring:

Children investigate and experience things, and 'have a go'. Children actively participate in their own play, develop a larger store of information and experiences to draw on, which positively supports their learning.

Active learning:

Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. Children develop into self-regulating, lifelong learners, they take ownership, accept challenges, and learn persistence.

Creating and thinking critically:

Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Early Years Foundation Stage:

At St Mary's Bryanston Square our Early Years department ensures that children receive a quality experience which supports their development and learning. We support our pupils to become confident, independent and compassionate members of the St Mary's family. Our main aim in Early Years is to develop strong foundations rooted in academic success while securing personal and social skills. Our practice reflects the four main principles of the EYFS framework:

- **A unique child** – developing resilient, confident and self-assured individuals
- **Positive relationships** – supporting children in becoming strong and independent
- **Enabling environments** – we provide opportunities and experiences in response to individual needs of the child by developing strong partnership between practitioners, parents/carers and the child.
- **Learning and developing** – an acknowledgement that children learn in different ways and at different rates.

Key Aim: to develop strong foundations rooted in academic success while securing personal and social skills we strive to achieve this by implementing the following aims:

- To provide children with the skills, knowledge and understanding they need to prepare them for Key Stage One and beyond.
- Encourage a love of learning and a sense of exploration in their learning within large and small groups, including both planned and spontaneous group sessions.
- Encourage self-help and independent learning skills across all areas.
- Follow a daily routine, yet recognize the value of adapting this routine due to children's interest, weather conditions and other events.
- Encourage parental/family participation in the children's learning.
- Protect the physical and psychological well-being of all children.

Mathematics Reception - Long Term Plan

Statutory Guidance from the EYFS Framework for Mathematics:

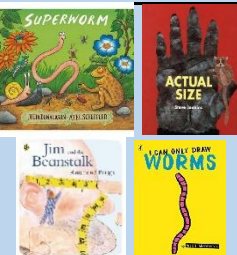
Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Early Learning Goals:

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including doubling facts.
- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Only One Me Starting School Autumn Family	Festivals and Celebrations Harvest Festival Christmas Around the World	Journeys and Transport Chinese New Year Winter Arctic environments	Growing and Changing babies, generations Health inc. oral health Spring Easter	Minibeasts Life Cycles - butterflies, beans, sunflower Outdoors Gardening	Summer Hot environments Rock pools Pirates Seaside
Possible Celebrations & Experiences	Starting School, Autumn, Black History Month, Light Disco World Animal Day Grandparents Day	Diwali, Bonfire Night, Children in Need, National Day of Spain, Remembrance Day, World Nursery Rhyme Week, World Kindness Day, Road Safety Week, Advent, Christmas, Christmas Nativity	National Storytelling Week, Valentine's Day, Lunar New Year / Chinese New Year, NSPCC Numbers Day, Safer Internet Day	Ramadan, Lent, Love your Pet Day, World Book Day, Comic Relief, Mother's Day, Pancake Day, World Art Day, Easter, Science Week	International Museum Day, World Biscuit Day, World Food Safety Day, Earth Day, Walk to School Week, World Bee Day	Father's Day, Sports Day, Teddy Bear Picnic, Transition, Assessment

White Rose Maths EYFS Overview Coverage for the Year:	Getting to Know you: Build trusting relationships -Ensure children have good levels of well-being and involvement to be ready to learn. Match, Sort and Compare: -Matching objects -Match pictures and objects -Identify a set -Sort objects to a type -Exploring sorting techniques -Create sorting rules -Compare amounts Talk about Measures and Patterns: - Compare size - Compare mass - Compare capacity - Explore simple patterns - Copy and continue simple patterns - Create simple patterns	It' me 1,2, 3! Find 1, 2 and 3 -Subitise 1, 2 and 3 -Represent 1, 2 and 3 -1 more -1 less -Composition of 1, 2 and 3 Circles and Triangles -Identify and name circles and triangles -Compare circles and triangles -Shapes in the environment -Describe position 1, 2, 3, 4, 5: Find 4 and 5 -Subitise 4 and 5 -Represent 4 and 5 -1 more -1 less -Composition of 4 and 5 -Composition of 1 – 5 Shapes with 4 sides: Identify and name shapes with 4 sides. -Combine shapes with 4 sides -Shapes in the environment -My day and night	Alive in 5: Introduce zero -Find 0 to 5 -Subitise 0 to 5 -Represent 0 to 5 Mass and Capacity - Compare mass -Find a balance -Explore capacity -Compare capacity	Growing 6,7,8: -Find 6,7,8 -Represent 6,7,8 -1 more -1 less -Composition of 6, 7, 8 Length, Height and Time: - Explore Length -Compare Length -Explore Height -Compare Height Building 9 and 10 - Find 9 and 10 -Compare numbers to 10 -Represent 9 and 10 - Conceptual subitising to 10 Explore 3D shape -Recognise and name 3D shapes -Find 2D Shapes within 3D shapes -Use 3D Shapes for tasks -3D Shapes in the environment	To 20 and Beyond: - Build Numbers beyond 10 (10 – 13) -Continue patterns beyond 10 (10 -13) -Build numbers beyond 10 (14 – 20) How Many Now? -Add more -How many did I add? -Take away -How many did I take away? Manipulate, compose and decompose - Select shapes for a purpose - Rotate shapes -: Manipulate shapes - Explain shape arrangements - Compose shapes - Decompose shapes - Copy 2-D shape pictures - Find 2-D shapes within 3-D shapes (2 lessons) - Checkpoints	Sharing and grouping - Explore sharing - Sharing (2 lessons) - Explore grouping Step 4: Grouping - Even and odd sharing (2 lessons) - Play with and build doubles (2 lessons) - Checkpoints Visualise, build and map - Identify units of repeating patterns - Create own pattern rules - Explore own pattern rules - Replicate and build scenes and constructions - Visualise from different positions - Describe positions Step 4: Give instructions to build - Explore mapping - Represent maps with models - Create own maps from familiar places - Create own maps and plans from story situations - Checkpoints Make connections - Deepen understanding - Patterns and relationships
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						- Consolidation
Suggested Texts – Fiction and Non-Fiction						
The Reception Year provides the foundation for mathematical skills the children will build upon in Year 1. Where are they going? Y1 Expectations:	Number and place value (within 20): use the language of: equal to, more than, less than (fewer), most, least Identify and represent numbers using objects and pictorial representations including the number line	Addition and subtraction (within 20) (addition and subtraction Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) sign Read and write numbers from 1 to 20 in numerals and words	Number and place value (within 100): Begin to recognise the place value of each digit in a two-digit number (tens, ones)	Fractions: Recognise, find and name a half as one of two equal parts of an object, shape or quantity	Fractions: Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	Multiplication and Division: count in multiples of twos, fives and tens solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations
	Comparing & Estimating: compare, describe and solve practical problems for: lengths and heights , mass/weight, time	Number Bonds: Represent and use number bonds and related subtraction facts within 20	Shape: Recognise and name common 2-D and 3-D shapes,	Positional Language: Describe position, direction and movement, including half, quarter and threequarter turns	Money: Recognise and know the value of different denominations of coins and notes	Time: Tell the time to the hour and half past the hour Recognise and use language relating to dates, including days of the week, weeks, months and years

Ongoing Mathematical skills developed throughout the reception year	• Linking the number symbol with its cardinal number value. • Counting beyond ten. • Comparing numbers. • Understanding the 'one more/one less than' relationship between consecutive numbers. • Comparing length, weight, and capacity. • Select, rotate, and manipulate shapes to develop spatial reasoning skills. • Composing and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematical knowledge regularly revisited Intent Vocabulary Implementation	Routines, comparing measures, verbally counting including when singing rhymes. Now, next, after that, smaller, larger, smallest, largest, number names, words to numbers songs. Using a visual timetable to explain the day, water tray exploration, balance scale exploration, singing number rhyme songs daily including props and actions – fingers.	Count objects, actions, and sounds. Introduction of subitising. Number names, count, without counting, how many. Model counting objects correctly and incorrectly. Count my claps. Count how many coins in the pot with eyes closed. Dot cards to subitise with.	Subitising to 5. 2D shapes, One more and one less. Count, without counting, how many, shape, shape names, flat, sides, corners, smooth, one more, one less, adding one, taking one, bigger, smaller. Dot cards to subitise with, 2d shapes in provision and around the classroom for children to find, number lines in the classroom for children to model one more and one less, starter activities to recap prior learning.	Explore the composition of numbers to 10 Subitise (intro to conceptual) Recall number bonds 0-10. Number, number names, addition, count, without counting, how many, number bonds. Dot cards to subitise with, tens frames with numbers to 10 for children to use, exploration of each number – working systematically to find all the ways to make each number.	Explore the composition of numbers beyond 10 Subitise (conceptual) Automatic recall number bonds 0-10 Number, number names, count, addition, larger, smaller, odd, even, more, less, number bonds Continue to access mathematical continuous provision – tens frames, numicon, using Subitising dot plates and images, number bond songs and using fingers to find answers.	Explore sharing and grouping. Explore doubles. Subitise (conceptual) Automatic recall number bonds 0-10 Number, number names, count, addition, larger, smaller, odd, even, more, less, number bonds, share, group, double. Continue to access mathematical continuous provision – tens frames, numicon, using Subitising dot plates and images, number bond songs and using fingers to find answers.

Literacy Reception - Long Term Plan

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

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

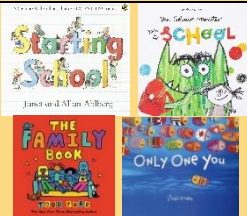
Early Learning Goals:

- Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.

- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Only One Me Starting School Autumn Family Book List: -Colour Monster Goes To School -There's Only One You - The Rainbow Fish -Let's Learn About Senses -The Dot -Once There Were Giants	Festivals and Celebrations Harvest Christmas Around the World Book List: - Lighting a lamp (Diwali) - Kipper's Birthday - The Leaf Thief - Look Up - The Christmas Story	Journeys and Transport Chinese New Year Winter Arctic environments Book List: -Transport in Many Cultures -The Train Ride -Emergency -Naughty Bus -Mr Gumpy's Outing	Growing and Changing babies, generations Health inc. oral health Spring Easter Book List: -Once There Were Giants -Planting a Rainbow -The Very Busy Spider -What the Ladybird Heard	Minibeasts Life Cycles - butterflies, beans, sunflower Outdoors Gardening Book List: -Mad about Mini Beasts -The Very Hungry Caterpillar (Butterfly Life Cycle) - Superworm -Walter the Wonder Snail	Summer Hot environments Rock pools Pirates Book List: -Hello Summer -Sharing a Shell - What the Ladybird Heard at the Seaside -Clean Up!
Topic-Specific Vocabulary	Core Vocabulary: me, I, name, body, face, eyes, nose, mouth, ears, hair, hands, feet, tall, short, happy, sad, like, don't like, school, teacher, classroom, friends, play, tidy up, listen, share, take turns, rules, kind, help, line up, register, lunch, snack, autumn, leaf, leaves, tree, brown, orange, red, yellow, wind, cold, rain, conker, acorn, squirrel, coat, boots, change, family, mummy, daddy, brother, sister, baby, home, love,	Core Vocabulary: harvest, food, fruit, vegetables, farm, farmer, grow, pick, seeds, autumn, thank you, share, celebration, party, lights, candles, firework, pop, bang, sparkle, colour, night, dark, stars, family, friends, special, festival, remember, soldier, poppy, red, Christmas, tree, star, gift, present, card, bell, snow, winter, cold, world, travel, country, home	Core Vocabulary: winter, cold, snow, ice, frost, freeze, coat, hat, gloves, scarf, boots, melt, white, slippery, Arctic, polar bear, penguin, snowflake, igloo, icebergs, world, map, globe, journey, travel, car, bus, train, plane, boat, near, far, country, home, China, dragon, lantern, red, gold, New Year, celebration, parade Extended Vocabulary:	Core Vocabulary: baby, grow, older, change, family, mummy, daddy, grandparent, past, now, young, old, healthy, body, teeth, brush, clean, food, fruit, vegetables, water, sleep, exercise, Spring, flower, plant, grow, sunshine, rain, lamb, chick, Easter, egg, cross, chocolate, bunny, church, Jesus Extended Vocabulary: newborn, toddler, generation, memory, timeline,	Core Vocabulary: egg, caterpillar, butterfly, cocoon, grow, change, bean, seed, shoot, root, stem, leaf, flower, sunflower, water, soil, sun, light, plant, garden, spade, watering can, bug, insect, worm, spider, ladybird, snail, bee, outdoors, minibeast Extended Vocabulary: lifecycle, transformation, chrysalis, metamorphosis,	Core Vocabulary: summer, sun, hot, warm, beach, sand, sea, seaweed, rock pool, shell, crab, fish, water, boat, waves, pirate, ship, flag, treasure, map, island, hat, sunglasses, bucket, spade, swim, splash Extended Vocabulary: tropical, desert, cactus, heat, shade, shelter, habitat, tide, marine, algae, explore, adventure, captain, crew, sail, voyage, treasure chest,

	care, cuddle, together, pet, house Extended Vocabulary: unique, special, emotions, feelings, similar, different, identity, confident, proud, routine, respect, nervous, excited, safe, brave, independent, hibernate, migrate, deciduous, evergreen, chilly, crunchy, woodland, grandparent, aunt, uncle, cousin, celebration, belonging	Extended Vocabulary: gather, crops, season, grateful, community, tradition, culture, festival, religion, decorate, glittering, joyful, peaceful, respect, memory, sacrifice, hero, bravery, Diwali, Rangoli, diva lamp, fireworks, nativity, Bethlehem, travel, globe,	temperature, frozen, chilly, habitat, blizzard, camouflage, survive, explorer, environment, continent, destination, adventure, direction, transport, distance, tradition, zodiac, lunar, envelope, good luck, festival	development, hygiene, routine, dentist, nutritious, balanced, energy, germ, blossom, lifecycle, bulb, stem, symbol, resurrection, celebrate, Christian, new life, hope, forgiveness	germinate, sprout, nutrition, habitat, pollinate, antennae, segment, wriggle, burrow, wriggly, environment, compost, greenhouse, magnifying glass, observe, nature, living, non-living	compass, pirate code, coastline, lighthouse, navigation
Possible Celebrations & Enrichment Activities	Starting School, Autumn Walk, Black History Month, Light Disco World Animal Day Grandparents Day	Diwali, Bonfire Night, Children in Need, National Day of Spain, Remembrance Day, World Nursery Rhyme Week, World Kindness Day, Road Safety Week, Advent, Christmas, Christmas Nativity	National Storytelling Week, Valentine's Day, Lunar New Year / Chinese New Year, NSPCC Numbers Day, Safer Internet Day	Ramadan, Lent, Love your Pet Day, World Book Day, Comic Relief, Mother's Day, Pancake Day, World Art Day, Easter, Science Week	International Museum Day, World Biscuit Day, World Food Safety Day, Earth Day, Walk to School Week, World Bee Day	Father's Day, Sports Day, Teddy Bear Picnic, Transition, Assessment
Parental Involvement	Meet the Teacher Meeting Phonics Information Meeting	Parent's Evening Christmas events		Parent's Evening		Reports Discussions
Assessment Opportunities	On entry / Baseline assessment SALT Team Meetings Phonics Assessment	Pupil Progress Meetings Team Meetings Phonics Assessment	Pupil Progress Meetings Team Meetings Phonics Assessments	Team Meetings Phonics Assessments	Team Meetings Phonics Assessments	Team Meetings End of Term assessment End of year reports Transition Meetings

Literacy Tree Texts	Where The Wild Things Are by Maurice Sendak	Look Up! By Nathan Bryon and Dapo Adeola	The Magic Paintbrush by Julia Donaldson and Joel Stewart	Super Milly and the Super School Day by Stephanie Clarkson	So Much by Trish Cooke and Helen Oxenbury	The Night Pirates by Peter Harris and Deborah Allwright
Suggested Texts – Fiction and Non-Fiction						
Book List	Starting School by Janet and Allan Ahlberg, What makes me a me? by Ben Faulks and David Tazzyman, Only One You by Linda Kranz Incredible You by Rhys Brisenden, You Choose by Nick Sharratt and Pippa Goodhart, All are welcome by Alexandra Penfold and Suzanne Kaufman. The Colour Monster Goes to School, The Family Book by Todd Parr, Super Duper You by Sophy Henn, 'The Great Big Book of Families' by Mary Hoffman, 'Once there were Giants' by Martin Waddell, 'We are Family' by Patricia Hegarty,	Firefly Home by Jane Clarke, The Best Diwali Ever by Sonali Shah, Owl Babies by Martin Waddell, Can't you sleep little bear? By Martin Waddell, The Dark Dark Night by M. Christina Butler, The Christmas Pine by Julia Donaldson, Leaf Man by Lois Ehlert.	Lost and Found by Oliver Jeffers, The Emperor's Egg by Martin Jenkins, Elmer in the Snow by David McKee, The Polar Bear and the Snow Cloud by Jane Cabrera, Polar Animals by Wade Cooper, Looking at animals in cold places by Moira Butterfield, Here we go round the Mulberry bush (cold and frosty morning).	The Enormous Turnip, Oliver's Vegetables, The Enormous Carrot, The Little Red Hen, Farmer Duck, The Growing Story by Ruth Krauss, Titch by Pat Hutchins, The Paper Dolls by Julia Donaldson, Incredible You by Rhys Brisenden, When I grow up by Tim Minchin, The Box by Rick Hunter	Mad about Minibeasts by Giles Andrea and David Wojtowycz, The Very Hungry Caterpillar by Eric Carle, The Bad Tempered Ladybird by Eric Carle, The Very Busy Spider by Eric Carle, Yucky Worms by Vivian French, Snail Trail by Jo Saxton.	The Rainbow Fish by Marcus Pfister, Sharing a Shell by Julia Donaldson, Commotion in the Ocean by Giles Andreae, Tiddler the story telling fish by Julia Donaldson, Somebody swallowed Stanley by Sarah Roberts, The Snail and the Whale by Julia Donaldson.

The Year 1 expectations in Literacy/English from the National Curriculum.

Where are children going?

Year 1 – Reading (Word Reading) :

-Apply phonic knowledge and skills as the route to decode words -Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes -Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught -Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word -Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings -Read other words of more than one syllable that contain taught GPCs -Read words with contractions and understand that the apostrophe represents the omitted letter(s) -Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words - Re-read these books to build up their fluency and confidence in word reading

Year 1 – Reading (Comprehension):

-Develop pleasure in reading, motivation to read, vocabulary and understanding by: -Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently -Being encouraged to link what they read or hear read to their own experiences -Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics - Recognising and joining in with predictable phrases -Learning to appreciate rhymes and poems, and to recite some by heart -Discussing word meanings, linking new meanings to those already known -Understand both the books they can already read accurately and fluently and those they listen to by: -Drawing on what they already know or on background information and vocabulary provided by the teacher -Checking that the text makes sense to them as they read and correcting inaccurate reading -Discussing the significance of the title and events -Making inferences on the basis of what is being said and done -Predicting what might happen on the basis of what has been read so far -Participate in discussion about what is read to them, taking turns and listening to what others say -Explain clearly their understanding of what is read to them.

Year 1 – Writing (Transcript):

Pupils should be taught to spell: -Words containing each of the 40+ phonemes already taught -Common exception words -The days of the week, Naming the letters of the alphabet in order -Using letter names to distinguish between alternative spellings of the same sound -Add prefixes and suffixes: -Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs -Using the prefix un– Using –ing, –ed, –er and –est where no change is needed in the spelling of root words -Apply simple spelling rules and guidance, as listed in English Appendix 1 -Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Year 1 – Writing (Composition):

Write sentences by: Saying out loud what they are going to write about -Composing a sentence orally before writing it -Sequencing sentences to form short narratives -Re-reading what they have written to check that it makes sense -Discuss what they have written with the teacher or other pupils - Read aloud their writing clearly enough to be heard by their peers and the teacher.

Year 1 – Writing (Handwriting):

Sit correctly at a table, holding a pencil comfortably and correctly -Begin to form lower-case letters in the correct direction, starting and finishing in the right place, form capital letters, form digits 0-9 -Understand which letters belong to which handwriting 'families' and to practise these

Year 1 – Writing (vocabulary, grammar and punctuation)

Develop their understanding of the concepts set out in English Appendix 2 by: -Leaving spaces between words -Joining words and joining clauses using and -Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark -Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' -Learning the grammar for year 1 in English Appendix 2 -Use the grammatical terminology in English Appendix 2 in discussing their writing.

Literacy Reception - Long Term Plan

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

	books suggested above)		questions about phrases used, ask children to vote for stories or say if they liked or disliked a story.	liked or disliked a story and to give a reason.	to give a reason, children to explain the kind of text the class is reading and how they know e.g. fiction books have information, ask 'why' questions about texts.	
Development of Reading Words	Throughout the year both adults and children will re-read books to build up their confidence in word reading. Through repetition and the revisiting of texts, children are able to build their fluency of both the story sequence and the text as well as further developing their understanding. As part of their Reading development and Phonetic development children will read books consistent with their phonic knowledge as outlined in the Department for Education's Reading Framework 2021 and National Curriculum (2014).					
Intent Vocabulary Implementation	Children can discriminate sounds (Phase 1 Phonics) such as instruments and cars. Children are beginning to be able to orally blend and segment. (Phase 1 Phonics). Phonics lessons/ First sound reading books introduced and children read graphemes (letter sounds) s,a,t, p, i... Begin to blend some simple words Hearing, listening, sound, phoneme, three sounds, two sounds, put it together, what can you hear? Letters, phonemes, read, sounds, tricky words. Support and modelling of hearing initial sounds and using phonics fingers to break down a word into the phonemes e.g. cat – c/a/t. During Phonics lessons children shown the graphemes and say the	Phonics lessons/ First sound reading books introduced and children read graphemes (letter sounds) s,a,t, p, i... Begin to blend some simple words Children read a few common exception words matched to the phonic programme. Letters, phonemes, read, sounds, tricky words. During Phonics lessons children shown the graphemes and children saying the corresponding phonemes, during reading time children saying the phonemes in their books to match the graphemes seen. Children encouraged to segment and then blend the sounds together in both phonics lessons,	Continue to read individual graphemes (letters sounds). Blend simple sounds into VC or CVC words. Children read a few common exception words matched to the school's phonic programme. Letters, phonemes, read, sounds, tricky words. During Phonics lessons children shown the graphemes and children saying the corresponding phonemes, during reading time children saying the phonemes in their books to match the graphemes seen. Children encouraged to segment and then blend the sounds together in both phonics lessons, literacy lessons and reading time.	Continue to read graphemes as well as some digraphs and trigraphs. Children reading simple phrases and sentences with known graphemes / phonemes and a few exception words from memory. Digraph, read, sounding out, tricky word, CVC, sound buttons. During Phonics lessons children shown digraphs, children to read the two graphemes as one phoneme. Reading fluency developed and children encouraged to read simple phrases and sentences during phonics lessons and reading time. Children introduced to more	Children read some graphemes, digraphs, trigraphs, simple phrases and sentences with known graphemes / phonemes and a few exception words from memory. Digraph, read, sounding out, tricky word, CVC, sound buttons. During Phonics lessons children shown digraphs, children to read the two graphemes as one phoneme. Reading fluency developed and children encouraged to read simple phrases and sentences during phonics lessons and reading time. Children introduced to more 'tricky words' to sight read.	Children beginning to read some tricky words from Phase 4 e.g. said, like, have, so. Children can re-read what they have written to check that it makes sense Tricky words, re-read, check, sense, edit, change, adapt, improve. Children shown Phase 4 tricky words to sight read. Children reminded to re-read their work to check for fluently.

	corresponding phonemes	literacy lessons and reading time. Children introduced to tricky words to sight read.	Children introduced to tricky words to sight read.	'tricky words' to sight read.		
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Literacy Reception - Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Development of Phonics <i>*Read alongside whole school scheme- GES*</i> Intent Vocabulary Implementation	Phase 2: Recognise their name Recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f f) Recognise taught Phase 2 Tricky Words (the, to, I, go, into, no) and HFW (at, is, it, in, and) Oral blending and segmenting of VC and CVC words Blending for reading and segmenting for spelling VC and CVC words Introduce consonant digraphs Listen, hear, noise, sound, difference, same, similar, loud, quiet, squeak, bark, horn, cars, trees, Grapheme, phoneme, blend, sound, say, segment Listening to stories, poems and teachers modelling sounds. Support and modelling of	Phase 2/3: Recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f f l l s s j v w x y z z z qu ch sh th ng, ai, ee, igh, oa) Recognise taught Phase 2 and 3 Tricky Words (I, to, go, no, the, into, he, she, we, me, be, was) and HFW (a an as at if in is it of off on can dad had back and get big him his not got up mum but) Grapheme, phoneme, digraph, trigraph, blend, sound, say, segment During phonics, literacy and reading time children to match the graphemes to the phonemes, words given to children to read with VC and	Phase 2/3: Recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air ure er) Recognise taught Phase 2/3 Tricky Words (I, to, go, no, the, into, he, she, we, me, be, was you they all are my her) and HFW (will that this then them with see for now down look too) Read books matching their phonics ability Grapheme, phoneme, digraph, trigraph, blend, sound, say, segment, read, sounds.	Phase 3/4: Revision of Phase 3 and beginning of Phase 4 Recognise taught Phase 2/3 Tricky Words (said, so, have, like, some, come were, there, little, one do, when, out, what) and HFW (will that this then them with see for now down look too) Reading and spelling polysyllabic and compound words Read books matching their phonics ability Grapheme, phoneme, blend, sound, say, segment, digraph, trigraph, friendly sounds, sentence, capital letter, full stop, question mark.	Phase 4: Reading and spelling of CCV and CCVC words using letter sets 1-7, CCV and CCVC using Phase 3 graphemes Reading and spelling of polysyllabic and compound words Read and spell two syllable words. Read words with short vowels and adjacent consonants Read books matching their phonics ability No new tricky words are taught. Pupils revise all the tricky words learned. Grapheme, phoneme, blend, sound, say, segment, digraph, trigraph, friendly sounds, syllable, sentence, capital letter, full stop, question mark. Children given sentences to read and write to match the taught graphemes.	Phase 4: Reading and spelling CCVCC, CCCVC, and CCCVCC words using sets 1-7 letters 2 and Phase 3 graphemes Reading and spelling of polysyllabic and compound words Re-read what they have written to check that it makes sense. No new tricky words are taught. Pupils revise all the tricky words learned. Grapheme, phoneme, blend, sound, say, segment, digraph, trigraph, friendly sounds, syllable, sentence, capital letter, full stop, question mark. Children given sentences to read and write to match the taught graphemes.

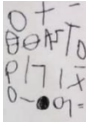
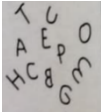
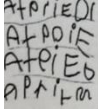
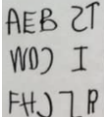
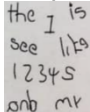
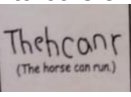
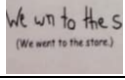
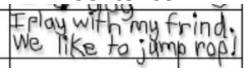
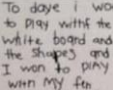
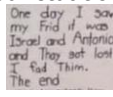
	hearing initial sounds and using phonics fingers to break down a word into the phonemes e.g. cat – c/a/t. Some opportunities to write.	CVC during reading and phonics lessons. Tricky words introduced and recapped- daily opportunities to write.	During phonics, literacy and reading time children to match the graphemes to the phonemes, words given to children to read with VC, CVC and CVCC during reading and phonics lessons. Tricky words introduced and recapped, daily opportunities to write.	During phonics, literacy and reading time match the graphemes to the phonemes, words given to read during reading and phonics lessons. Writing digraphs and graphemes in writing lessons and phonics lessons. Tricky words introduced and recapped, daily opportunities to write.	capital letter, full stop, question mark. During phonics, literacy and reading time match the graphemes to the phonemes, words given to read during reading and phonics lessons. Write digraphs, trigraphs, graphemes in sentences or captions. Tricky words recapped.	Children given tricky words to read and write.
Early Development in Writing Intent Vocabulary Implementation	Writes their name - copying it from a name card or trying to write it from memory. Develop an awareness that writing communicates meaning. Gives meaning to marks they make. Listen, speak, speaking, writing, mean, explain, what. Carpet time, use of the role play area, small group work modelling speaking skills, reminders to listen to and join in, reading books as a class, using the class book area, model writing during class inputs, name boards, write their name on sheets and in their writing book.	Continuing to develop a phoneme / grapheme relationship. Now has increasing control when making marks and drawing. Copies adult 'writing behaviour' e.g. writing on a whiteboard, writing messages. Uses some recognisable letters and own symbols such as their name or some initial sounds. Copy, trace, same, drawing, picture, neat, phoneme, grapheme, symbols, marks, letters, name, writing. Roleplaying resources, a mark making area or access to paper and	Children recording letters for initial sounds and end sounds. Children building and recording simple CVC words. Some children moving onto caption writing if ready. Writing, initial sounds, hear, phoneme, listen, tune in, end sound, sound at the end. Children given opportunities during writing lessons and during choosing time to write the initial sounds they can hear, modelling writing initial sounds during shared inputs. Children moving onto hearing end sounds once	Children build CVC, CVCC words using known graphemes. Children recording these. Use writing in their play. Some children moving onto caption writing if ready. Words, writing, sounds, phoneme, graphemes, sounding out, independently, sound buttons, roleplay. CVC writing activities during guided group work and as independent challenges in the classroom, modelled during shared inputs, roleplay areas to have writing materials	All children being exposed to caption writing and simple sentence writing and extended to copy or create a simple caption e.g. it is a bus. Continue to build on knowledge of letter sounds in writing. Writing, sounds, letter sounds, graphemes, phonemes, mark making. New phonemes and graphemes introduced during phonics lessons, sound mats used in literacy lessons and within class provision, a range of literacy tasks and writing activities during guided group work drawing on previously read texts.	Children writing for a range of purposes e.g. non-fiction and fiction writing. Write short sentences sometimes using finger spaces, capital letters and full stops. Instructions, recipe, story, non-fiction, fiction, information book, sentences, letter sounds, capital letters, finger spaces and full stops. Children writing for a range of different purposes such as fact files, stories, recipes, instructions. Modelling writing sentences in sequence with the correct punctuation – children reminded to include this verbally or pictorially.

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

	'Robot talk' to segment sounds in words, writing their names on sheets or in books.	three sounds, sound buttons. Phonics lessons based on orally segmenting words, writing names on sheets and in books during all activities.	three sounds, sound buttons, spelling. Literacy activities based on writing VC and CVC words. Phonics writing activities writing words with known graphemes.	graphemes, sounds, copy, trace, formations, three sounds, sound buttons, tricky words. Literacy and Phonics writing activities writing words with known graphemes, Sentence writing including tricky words.	with only Phase 2 and 3 knowledge. Segmenting, phonemes, graphemes, sounds, copy, trace, formations, three sounds, sound buttons, tricky words. Literacy and Phonics writing activities writing words with known graphemes, Sentence writing including tricky words.	Spell tricky words e.g., he, she, we, be, me* independently. Segmenting, phonemes, graphemes, sounds, sound buttons, tricky words, independent. Literacy and Phonics writing activities writing words with known graphemes, Sentence writing including tricky words.
Development of Handwriting <i>*See Handwriting policy if applicable*</i> Intent Vocabulary Implementation	Know that words around me mean something and can be written by my classroom adults and me. Notices the direction English is written - left to right and top to bottom. Children draws lines and circles, basic shapes and pictures. Children writing their name with the beginning of some correct formations. Story, print, text, illustration, pictures, reading, left to right, drawing, making, marks, lines, circles. Daily handwriting lessons based on shapes and lines, daily reminders and recaps on how to hold a pencil.	Children form letters from their name mostly correctly. Children understand that we write from left to right and top to bottom. Children using 'pinch and flick' as a method to hold their pencil in a supportive grip for effective writing. Pencil grip, pinch and flick, letters, formations, trace, copy, formation rhymes, spaces, finger spaces. Daily handwriting lessons based on letter formation progression, daily reminders and recaps on how to hold a pencil.	Children are beginning to show a dominant hand. Children begin to form more recognisable letters – although they may not 'start' in the correct place. Pencil grip, pinch and flick, letters, formations, trace, copy, formation rhymes, spaces, finger spaces, hand, left to right, follow the page. Daily handwriting lessons based on letter formation progression, daily reminders and recaps on how to hold a pencil, children wiring in a literacy book.	Children hold their pencil effectively to form recognisable letters. Children building a repertoire of correct formations through weekly handwriting formation lessons. Pencil grip, pinch and flick, letters, formations, trace, copy, formation rhymes, hand, left to right, lazy letters, tall letters, on the line, under the line. Daily handwriting lessons based on letter formation progression, daily reminders and recaps on how to hold a pencil, children wiring in a literacy book on lines.	Children now form most lower-case letters correctly, starting and finishing in the right place. Children are beginning to include spaces between words. Pencil grip, pinch and flick, letters, formations, trace, copy, spaces, correct formations. Daily handwriting lessons based on letter formation progression, daily reminders and recaps on how to hold a pencil, children wiring in a literacy book on lines and using finger spaces.	Children using a tripod grip to confidently write letters that can be clearly recognised. Children are forming some capital letters correctly. Pencil grip, pinch and flick, letters, formations, trace, copy, capital letters, correct, writing. Daily handwriting lessons based on letter formation progression - to include capital letters, daily reminders and recap on how to hold a pencil, children wiring in a literacy book on lines and using finger spaces and capital letters.

Typical Writing development across the Nursery, Reception Year and beyond.

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

Text forms and purposes	I attempt to write simple labels.	I can write simple labels	I can write simple lists.	I can write short captions and messages. I can write lists, greeting cards and menus.	I can write captions I can write instructions. I can write postcards.	I can write simple stories with a beginning, middle and end. I can write a letter.	I can write stories with narratives and storytelling language. I can write at length.
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Physical Development- Long Term Plan

Statutory Guidance from the EYFS Framework for Physical Development:

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Early Learning Goals:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases.
- Use a range of small tools including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

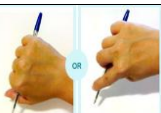
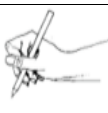
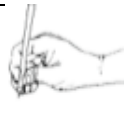
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General yearly Physical Development progression	- Children will develop overall body strength, co-ordination, balance, and agility to support lessons in dance, gymnastics and sport. - Children will develop their fine motor skills to use a range of tools safely and confidently. - Children will always have access to pencils, paintbrushes, scissors, knives, forks, and spoon. - Children will develop a good posture when sitting at a table (classroom and dinner times) - Develop a good pencil grip ready for Year 1 writing expectations.					
Complete PE	Locomotion - Walking	Ball skills - Hands	Gymnastics – High, Low, Over, Under	Dance- Nursery Rhymes	Ball Skills- Feet	Attack and Defence
Intent Vocabulary Implementation	Children will manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.	Children will explore different ways of using our hands to move with a ball, keeping	Children will explore 'champion gymnastics'. Pupils will create movements and balances in high	Children will explore creating simple movement sequences that relate to specific words in different	Children will explore moving with a ball using their feet.	Children will explore why we need to follow the rules and keep the score during a game. Pupils will learn how

	Children will explore walking using different body parts in different directions, at different levels and at different speeds. Pupils will learn how to apply their walking skills into games. Line up, wash hands, wait, sit down, carpet time, dinner time, and toilet, defender, change of direction, speed, space, walking, marching, tag Children to learn the school day and routines. Children going for lunch, Children toileting independently. Pupils will develop their ability to walk and move into space, change direction and keep away from the defenders. Pupils will develop an understanding of why we move into space as they explore moving and walking. Pupils will develop life skills such as empathy and fairness as they listen, play by the rules and encourage others. Pupils will develop their own self-belief as they move and travel with confidence.	control. Pupils will explore rolling, pushing and bouncing a ball with a partner. Space, control, defender, bouncing, rolling, pushing, During the weekly PE lessons pupils will develop their ability to push, roll and bounce a ball with control. They will learn to move the ball into spaces, avoiding defenders. Pupils will develop their concentration skills by focusing on the ball as they move it. Pupils will use their imagination as they take part in game activities. Pupils will apply their skills with developing success as they demonstrate courage and self-belief to keep working as hard as possible.	and low ways on the floor and on apparatus. Pupils will self-select where to work, exploring movements and balances and start to identify features of other pupil's work. Champion gymnastics, shape, high, low, over, apparatus, transition, During the PE lessons, pupils will be able to move and balance in high and low ways, applying champion gymnastics criteria, both on the floor and on apparatus. Pupils will experiment moving their bodies in a variety of ways on the floor and on apparatus. They will begin to develop life skills such as empathy and gratitude as they encourage and congratulate others in their work. Pupils will begin to show self-belief as they travel with confidence, over, under and through apparatus.	nursery rhymes. Pupils will add movements together to form sequences and begin to explore character movements with a partner. Champion dancers, beat, moving, control, rhythm, sequence, tempo During the PE lessons, Pupils will move their bodies with big actions linked to the nursery rhymes. Pupils will develop their curiosity and imagination as they experiment moving in different ways. Pupils will demonstrate life skills such as empathy as they listen to ideas and watch others as they perform. Pupils will develop their self-belief as they move and travel with confidence.	Pupils will develop their technique of dribbling the ball and understand where and why we dribble, keeping control. Attacker, defender, space, opponent, dribbling, control. P.E Lessons- pupils will develop their ability to dribble the ball keeping control. Pupils will move the ball into spaces avoiding any defenders. Pupils will apply developing concentration skills as they focus on the ball and listen to all the instructions. Pupils will apply their skills with developing success as they demonstrate courage and self-belief to keep working as hard as possible. Pupils will develop life skills such as fairness and empathy as they encourage and support each other.	to apply very simple tactics for attacking and defending in games. Attacker, defender, space, rules, tagging or tag, sharing Pupils will be able to move into spaces avoiding other pupils. Pupils will also be able to adjust their speed and change direction to avoid other pupils. Pupils will experiment moving in different ways, moving confidently and concentrating on any instructions. Pupils will start to explore honesty, as they learn to keep the score and self-belief, understanding why it is important to try our hardest. Pupils will develop life skills such as fairness, while playing by the rules of the game and empathy when they need to encourage others.
Gross Motor Development	Begin to use their core muscle strength to achieve good posture	Begin to develop overall body; strength, balance,	Continue to develop overall body strength,	Negotiates space successfully and can	Using equipment safely with	Negotiate space and obstacles safely.

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

		Handwriting lessons – children introduces to new formations to copy and then use during writing activities.	activities using these materials.		activities using these materials.	tools available in provision for children as well as guided activities using these materials.
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Fine Motor – Pencil Grip and Control Development

FISTED GRIP	DIGITAL PRONATE GRIP	4 FINGER GRIP HIGH INDEX	HOOKEED WRIST OR EXTENDED WRIST	CROSS THUMB	THUMB TUCK	JOINT OF INDEX FINGER AND THUMB IN A FLEXED POSITION	INDEX FINGER JOINT IN HYPER EXTENDED POSITION	THUMB IN HYPER EXTENDED POSITION	STATIC TRIPOD GRIP 3 FINGER GRASP	LATERAL TRIPOD	DYNAMIC TRIPOD GRIP
1-2 YEARS	2-3 YEARS	3-4 YEARS	4-6 YEARS								6-7 YEARS
		 	 								 
Pencil held in the palm. All fingers and thumb are used. Movement is from the	All fingers are holding the pencil but the wrist is turned so that the palm is facing down.	Fingers are held on the pencil beginning to form the arc between the thumb and index finger.	A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.								Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and

shoulder so the arm and the hand move as a unit. Light scribbles can be drawn.	Movement comes mostly from the elbow. Horizontal lines, vertical lines and circular lines are able to be copied.	Movement occurs from the wrist; the hand and fingers move together. Zigzag lines, crossed lines and simple humans can be drawn.		rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips. This is the ideal grip to move the pencil accurately.
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Communication and Language – Reception Long Term Plan

Statutory Guidance from the EYFS Framework for Communication and Language:

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Early Learning Goals:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Ongoing Communication and Language skills developed throughout the year	C&L is developed throughout the year through high quality interactions, daily group sessions, circle times, PSED time, stories, singing, speech and language interventions and a high focus on the development of vocabulary.					

Development of Listening skills Intent Vocabulary Implementation	Children are beginning to listen to other children in their setting. They listen during story time and show an interest in the books being read. Listen, reading, wait, turn, story, carpet time, join in, hand up, question, song, rhyme, poem. Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared.	Children are listening more on the carpet and when being spoke to by their teacher and peers. Children continue to listen to new stories that are shared with them. Listen, reading, wait, turn, story, carpet time, join in, hand up, question, song, rhyme, poem. Assembly time, Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared.	Children's listening skills are continuing to develop and they are listening in lots of different situations such as carpet time, assembly, phonics and other lessons. Listen, looking, thinking time, reading, wait, turn, story, carpet time, join in, hand up, question, song, rhyme, poem. Assembly time, Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared.	Children listen when both in and out of school and pay attention to the person talking. When out of school they know it is important to listen to keep safe – such as cars or Stanger danger. Listen, wait, turn, caret time, join in, hand up, question, song, rhyme, poem, safe, safety, road safety, fire alarm. Discussions around listening and safety such as fire alarms, road safety.	Children's listening skills continue to develop, they can listen in a range of situation and can listen while taking part in a guided task while remaining on task. Listen, wait, turn, instruction, patient, patience, join in, hand up, questions. Carpet time, group work, asking children questions about stories or work they are completing.	Children show good listening skills and can listen to one another, adults and new people with great skill. Listen, wait, turn, instruction, patient, patience, join in, hand up, questions. Carpet time, group work, assembly time, asking children questions and modelling questions.
Development of Attention skills Intent Vocabulary Implementation	Children sit on the carpet and show some attention – this may only be for a short time. Children can pay attention to one thing at a time. Carpet, sitting, listening, joining in, hand up, group. Carpet time, assembly time, visual and verbal reminders to sit and listen.	Children paying more attention on the carpet and during guided tasks. Children understanding why they need to pay attention. Carpet, sitting, listening, joining in, hand up, group, P.E, Assembly. Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.	Children showing a good level of attention and concentration. Children being attentive during classroom tasks – both guided and independent. Carpet, sitting, listening, joining in, hand up, group, quiet, quietly. Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.	Children can maintain attention in different contexts. Children show attention to both peers and adults. Carpet, sitting, listening, joining in, hand up, group, listen. Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.	Children are developing their attention skills to both listen and continue with an activity. Sitting, listening, joining in, help. Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.	Children attend to others in play. Children show good levels of attention during learning tasks. Join in, game, pretend, friend, new, game, different. Carpet time, assembly time, group work, playing in provision – including outside, visual and verbal reminders to sit and listen.

Development of Understanding skills Intent Vocabulary Implementation	Children following simple 1 step instructions. Children understanding appropriate 'why' questions. Instruction, telling, listen, follow, why, question, explain, because. Asking and encouraging children to answer why questions, giving children simple clear instructions.	Children following clear instructions with 2 parts. Instruction, telling, listen, follow, why, question, explain, because. Asking and encouraging children to answer why questions, giving children clear instructions with two parts e.g. get your coat and then sit on the carpet'.	Children taking turns when speaking and responding to their peers and adults with a clear understanding of what has been said. Turn taking, listening, instruction, telling, listen, follow, why, question, explain, because. Modelling conversations with children and staff, giving children opportunities to talk with new people e.g. asking a doctor questions.	Children asking questions to clarify understanding and confirm knowledge. Children showing a good understanding of texts that have been read to them through their recall. Explain, because, why, when, what, how, don't understand, retell, vocabulary linked to book language. Modelling asking and answering questions, asking children questions in a variety of situations, retelling stories as a class through puppets, roleplaying, verbally and story mapping.	Children following clear instructions with 3 parts. Children using new knowledge and vocab in conversation and play. Children showing an understand questions through their talk and actions. Instructions, listening, follow, explain, repeat, non-fiction, how, why, where, when, what, because. Give children multiple instructions to follow verbally, explore a variety of texts together and their features, discussions around vocabulary and its meaning, ask and answer questions.	Children can retell a story showing a good understanding. Children understanding and using a large number of words and new vocabulary in their conversations and during discussions. Book specific vocabulary, animals, man-made, Soon, early, late, square, triangle, circle, soft, hard, smooth. Modelling retelling stories in a variety of means, model categorising words explore a range of adjectives and how these can be used to verbally describe and also be used in writing.
Development of Speaking skills Intent Vocabulary Implementation	Children speaking in simple sentences. Children can say simple rhymes and sing songs and poems. Children speak to the adults and children in the class, they talk to other children during their play. Sentence, songs, joining in, rhymes, poems, Good morning, right, now, pass me, lets get.	Children using expression to communicate meaning. Children starting conversations and speaking to familiar adults. Children taking turns and telling past events. Children learning about rhyme and alliteration. Conversation, turn taking, why, because, and, cat, hat, good morning how are you.	Children using talk to pretend play. Children explaining things through speech. Children describing things through speech. Children talking in the past tense. Pretend this is, ran, fell, why, because, I think, this morning, last night. Giving children lots of opportunities to talk during carpet time,	Children using talk to clarify their thinking and ideas. Children speaking in well-formed sentences. Children using speech to reason and problem solve. Children verbally telling stories. I think, because, why, when, does, and, because, next, after that, let's try. Adults modelling and supporting children to	Children explaining how things work, what has happened and why. Children solving problems, reasoning with others and fixing friendship issues through speech. Children adding detail to their sentences. Children describing things that have happened in their life to others. I think, because, why, when, does, and,	Children creating an imaginary story of their own in play. Children speak clearly in well-formed sentences. Children using new vocabulary in different contexts. Children use past, present, and future tenses in conversation with peers and adults. Play, pretend, topic specific vocabulary, now, then, before,

	Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day.	Adults modelling the use of intonation and exploring expression during guided reading sessions. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day. Learning about rhyme and listening to words that rhyme and creating their own.	group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day, adults supporting children verbally to use the past tense, recapping activities and the day through conversation or the use of a visual timetable.	resolve problems, giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day.	because, next, after that, let's try, feelings, experience, went to, going to, please, thank you, Adults guiding children to solve their problems, sequencing stories pictorially and verbally as a class, discussing feelings through conversations and stories, encouraging children to articulate their own feelings.	after, if, because, so, could, Small world props available daily to allow children to act out stories, support from adults to use the correct tense and speak in full sentences, conversations through whole class inputs, guided group work and 1:1 with peers and adults in the class to happen daily.
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Understanding the World Reception - Long Term Plan

Statutory Guidance from the EYFS Framework for Understanding the World:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Early Learning Goals:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.
- Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction, texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.
- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

-Understand some important processes and changes in the natural world around them including the season and changing states of matter.

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
The Reception Year provides the foundation skills that children will build upon in Year 1.	The Science National Curriculum (2014) ... <u>Working Scientifically</u> : Asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment, performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions. <u>Plants</u> : identify and name a variety of common wild and garden plants, including deciduous and evergreen trees, identify and describe the basic structure of a variety of common flowering plants, including trees. <u>Animals including humans</u> : identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals, identify and name a variety of common animals that are carnivores, herbivores and omnivores, describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets), identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <u>Everyday materials</u> : distinguish between an object and the material from which it is made, identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock, describe the simple physical properties of a variety of everyday materials, compare and group together a variety of everyday materials on the basis of their simple physical properties. <u>Seasonal Changes</u> : observe changes across the 4 seasons, observe and describe weather associated with the seasons and how day length varies.		The Geography National Curriculum (2014) states that... <u>Location Knowledge</u> : name and locate the world's 7 continents and 5 oceans, name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. <u>Place Knowledge</u> : understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country, Human and Physical Geography, identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, use basic geographical vocabulary. <u>Geographical Skills and Fieldwork</u> : use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and <u>locational and directional language</u> to describe the location of features and routes on a map, use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key, use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		The History National Curriculum (2014) states that... Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life, events beyond living memory that are significant nationally or globally <i>e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</i> , the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods <i>e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and L.S. Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell and Edith Cavell</i> . Significant historical events, people and places in their own locality.	

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Characteristics of effective teaching and learning	The EYFS statutory framework (2021) outlines in planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are: • playing and exploring - children investigate and experience things, and 'have a go' • active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.					
R.E – Religious Education <i>LDBS Syllabus for Religious Education</i>	Throughout the year the children will work through the LDBS syllabus for R.E. They will learn about different religions, views and values through special places, books, people and objects. R.E will be taught through stories and practical activities and children will explore religion through discussion points where they will have the chance to express their own feelings and experiences of religion. The subject 'R.E – Religious Education, links to the EYFS curriculum through PSED and UTW.					

	Religion, Christian, special, people, books, places, church, synagogue, mosque, worship, feelings, similar, different Children learning about a range of faiths and their similarities and differences. Children visiting places of worship. Children being immersed in festivals and religious celebrations. Children attending the whole school church service every half term, weekly church assembly and weekly collective worship.					
Development of Past and Present Intent Vocabulary Implementation	Children will explore chronology throughout the year – building up experiences and knowledge of the past and present and using this as reference to reflect on.					
	Children talk about members of their family and the relationship to them e.g. Mum, Dad. Children know that you can find out information from different sources Family, relationships, Mum, Dad, sister, brother, grandma, grandad, friends, information, book Children joining in with discussions and stories about family. Children focusing on work based on 'all about me' and their family and friends. Adults modelling how to find information using a range of sources. Adults giving children access to books to find information.	Children use the language of time when talking about past and present events in their own lives and in the lives of others including people they have learnt about through books. Children find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Last week, yesterday, a long time ago, last year, before I was born. History, past, celebrations, festivals. Discussions around past and present – events such as celebrations, remembrance day (war). Adults providing opportunities to explore a range of festivals and celebrations.	Children visually represent their own day on a simple timeline. Children make observations or find information about different locations and places. They recognise, know, and describe features of a studied location. Understand some changes in the natural world around them, including the seasons. Timeline, day, week, first, last, them, next, days of the week – names. Technology, search, internet, Antarctica, desert, changes, water, ice, seasons. Children learning about the days of the week. Children having a visual timetable. Children completing practical activities visually representation their week. Adults modelling using technology. Children having access to the technology to find information.	Children talk about and understand changes in their own lifetime and what happens when they get older. Children describe images of familiar situations in the past when looking and contrast images or stories. Children are taught about growth and change Changes, baby, toddler, child, teenager, adult, elderly, ages. Images, pictures, past, present, same, different, grow. Learning about life cycles of animals, learning about how we grow and change as people. Children exploring images from the past through stories. Adults providing activities and inputs based on changing and growing. Reading stories such as 'Peepo'.	Children recount an event that has happened. Children talk about roles people have in society (both in the present and past). Children understand the need for these roles. Event, special, what happened, then, next, Key worker, job, help, helpful, community, police, fire service, doctor, dentist Discussions around events we have had at school such as school trips, visits etc. Adults providing experiences, activities and inputs in the people in society in the present and in the past. Children comparing the past and present.	Children can order experiences that have happened to them and in stories they have read. Children are confident in comparing and contrasting the past and present and can describe and ask questions about old and new. They notice similarities and differences independently and talk about these. First, then, next, after that, finally, story. Images, pictures, past, present, change, different, people, places, time, compare, comparison, same. Adults prompting children to order experiences and stories verbally or in a written method. Children provided with images to compare with past and present. Discussions around past and present

Development of People, Culture and Communities Intent Vocabulary Implementation	Children respect special things in their own lives. <i>Special, teddy, photo, people, toy.</i> Children taught about respect, children taught about respecting special things and what this might mean to different people.	Children recognise that people have different beliefs and celebrate special times in different ways. Children recognise some environments that are different to the one in which they live. <i>Belief, religion, special, special book, celebrate, celebration, different, same, cold, landscape related vocabulary.</i> Children taught about respect, children taught about different beliefs and special times for different people.	Children understand what curiosity is and importance of asking questions. Children find out about other countries and people through non-fiction texts, stories, visitors, celebrations. <i>Questions, why, country, community, where I live, story, visitor, celebrations.</i> Children taught about respect, children taught about curiosity, asking questions and why we need to learn.	Children understand what curiosity is and importance of asking questions. Children find out about other countries and people through non-fiction texts, stories, visitors, celebrations including Easter. <i>Questions, why, country, community, where I live, story, visitor, celebrations.</i> Children taught about respect, children taught about curiosity, asking questions and why we need to learn.	Children know that different places are special to different people. <i>Special, places of worship, churches, map, park, shops etc.</i> Children taught about respect and how we can respect special places.	Children can compare and contrast different places. Children show respect to one another and to animals. <i>Same, different, similar, features, environment, hot, cold, care, look after, vets, food, water.</i> Children taught about respect and caring for animals and pets.
Development of the Natural World Intent Vocabulary Implementation	Children learn about the seasons and know it is Autumn. Children talk about the seasons and have some understanding about the changes that happen in the world. <i>Autumn, day, dark, light, Winter, night, season, Moon, Sun, lighter, darker, shadow</i> Exploring seasons through stories, videos, books. Making a record of the seasons or weather such as a weather chart, seasons booklet etc.	Children identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and paper. Children are beginning to understand what 're-cycle' means and why we should do it. <i>Material, wood, plastic, glass, metal, paper, recyclable, hard, soft, rough, smooth, shiny</i> Exploring the materials as a class – naming them. Exploring the properties of these	Children can describe an animal using some scientific vocabulary. Children have an understanding of some animal habitats and can describe them and who lives in them. <i>Polar animals (Penguin, Artic fox, Orca, Elephant seal, Polar Bear, Snowy Owl), frozen, camouflaged, survival.</i> Exploring animals and labelling them. Exploring what animals need to survive and how that changes depending	Discussions around human lifecycles and how we grow and change – children understanding how they have grown and how they will continue to grow. Looking at how they look and people older than them look – what is the same and what is different. Naming body parts and how to keep ourselves healthy. <i>Hygiene, healthy, nonhealthy, grow, change, germs, 5 senses, teeth brushing, dentist,</i>	Children can name parts of a plant and what it needs to grow as part of the current topic. Children can grow their own plants and look after them. Children observe the plants and trees around them and how they change. Children are developing a good understanding of a lifecycle as part of the topic. <i>Tulip, daffodil, bluebells, crocuses, snowdrops, dandelions, buttercups, daisy</i> Plant, stem, leaf,	Children are confident at naming a range of animals and where they live (habitat) and can sort some animals into the country they live in. Children care for and look after animals and encourage others to do so. Children can compare animals and observe their changes (Lifecycles) <i>Pond, garden, woodland, seaside, habitat, wild, wildlife, native, woodland, birds, (owl, duck), insects/bugs/ minibeasts (lacewing,</i>

		materials through continuous provision and whole class inputs. Reading and investigating what recycling means and how we can recycle.	on the environment they are in.	face, hair, leg, human, knee, arm, elbow, back, head, toes, ear, hands, eye, fingers, mouth, nose, parent, baby, child, adult, grandparent Continue with the work on seasons and weather from the Autumn term. Discussions and inputs around growth and changes in the human body. Learning about healthy eating and how the body works.	roots, bulb, shoot, seed, growth flower, trunk, branches. life cycle, egg, caterpillar, chrysalis, cocoon, butterfly, water, food, air Exploring plants and the parts of the plants, looking at lifecycles of plants, identifying plants.	ladybird, woodlouse, bee, wasp, spider, tarantula, earthworm, snail, millipede, butterfly, caterpillar, microhabitats, Identifying, observing and exploring animals – in person, through books, videos etc.
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Personal, Social and Emotional Development Reception - Long Term Plan

Statutory Guidance from the EYFS Framework for PSED:

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development.

Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably.

These attributes will provide a secure platform from which children can achieve at school and in later life.

Early Learning Goals:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

The Reception Year provides the foundation for personal, social and emotional skills children will build upon in Year 1.

Children will continue to develop their PSED skills once they move into Year 1 and beyond as they study 'The National Curriculum'. Children will continue to learn about individuality and expressing themselves. They will learn about the wider world and how their actions will affect others and what the consequences for their actions will be – whether that be a reward or a sanction.

Children will continue to build friendships and learn about their community and those from other communities. They will continue to learn about SRE and how to keep their bodies safe, as well as healthy eating.

PSED play a part in all lifelong skills.

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Development of Expressing Feelings(Self-Regulation) Intent Vocabulary Implementation	Children talk about their feelings to trusted adults or special friends. Feelings, emotions, happy, sad, angry, good, bad. Books read focusing on feelings and emotions. Class discussions on emotions – particularly relating to starting school.	Children are sharing more often or may comfort a friend who is upset. Children identify their own emotions and name them. Happy, sad, angry, upset, cry, nice, problem, feeling, emotions. Books read around sharing, friendships, conflicts. Adults modelling resolving conflict. Adults asking children to express their feelings.	Children who are very upset know who they can talk to or know some ways to calm themselves down if needed. Children are becoming more proud of themselves for achieving things such as pupil of the week. Proud, pride, happy, breathing, feel, feelings, emotions, happy, sad. Adults giving children time to present any achievements and children knowing they can talk to their teachers about the achievements they have made.	Children have an adult in school they trust and will talk to. Children talk about their interests and likes and dislikes at school. Choice, explain, say, worry, sad, help. Adults prompting children to explain the choices they have made. Children spending time with the adults in their classroom so they feel comfortable to talk about any concerns they may have.	Children try and share, take turns, reason and look after one another. They apologise if they hurt someone accidentally or make someone else upset. Sorry, upset, sad, accident, help. Adults modelling apologies and explaining to children when an apology is necessary.	Children show emotional maturity ready for the emotional resilience needed for KS1. Children can use reason and resolutions with other children to keep games and play fair. Emotion, feeling, happy, sad, frustration, explain, why, turn taking, my turn, your turn. Adults providing children with a range of strategies to deal with anger and other emotions.

Development of Managing behaviour (Self-Regulation) Intent Vocabulary Implementation	Children may come into school upset but can be comforted by adults. Children listen to the rules and expectation and begin to follow them. Upset, sad, feeling, emotion, rules, safety. Adults supporting children who are upset. School behavioural expectations explained to the children. Class rules explained as well as the reason behind them – books shared linked to rules.	Children begin to take turns and share resources and are developing patience and understanding that there is more than just them in the class. Sharing, taking turns, my turn, your turn, patience, waiting. Adults modelling sharing, adults supporting children to share.	Children know and follow the behavioural expectations of the school. Rules, following, behaviour (language related to the behaviours policy) Behaviour expectations are consistently shared with the class.	Children are beginning to understand why listening is important to help us learn and keep us safe. Listening, waiting, trusted adults, friend, friendship, safe, safety. Adults to model and explain why we listen and why it is important. Stories shared around listening.	Children will without question follows instructions from their teachers or school adults. Listening, rules, following, safety (language relating to the behaviour policy) Adults giving children clear instructions in a range of situations to follow.	Children are developing in independence and can manage their behaviour in a range of situations in school. Independence, getting on, planning, changing, keeping on trying, reflecting, Challenges available to the class. A wide selection of provision available for children to choose between. Adults prompting children to explain their progress in their play.
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Development of Self-awareness, keeping healthy (Managing Self) Intent Vocabulary Implementation	Children are developing an awareness of themselves and are forming their own opinions. Children are beginning to learn the classroom rules and are following these with some reminders. Like, dislike, rules, listening, safe, behaviour. Prompting children to explain what they like and dislike. Rules and expectations explained to the class. Prompts to follow the rules – verbally and pictorially.	Children are doing things for themselves – because they want to. They will say what they are doing and why they are doing it too. Why, explain, language linked to provision and prior learning. Prompts to discuss what they are doing and give a reason why.	Children have a good understanding of the behaviour expectations and guide others to follow. They are proud of what they can do and their achievements. Happy, proud, like, better, improve, good, bad, right, wrong, behave, rules, follow. Children given time to talk to adults or as a 'show and tell' to explain their achievements. Children discussing the rules and knowing right from wrong.	Children know what makes them happy and do these things, they know what keeps them healthy and will do these things when possible. Show and tell, proud, happy, achieve, healthy, physical activity, tooth brushing, screen time. Stories and lessons based on keeping healthy including tooth brushing, physical activity, screen time and healthy eating.	Children tell adults and their peers what they have achieved and what they can do now, they are happy with themselves and proud of what they have achieved at school. Happy, good, like, proud, I can, better. Children given time to talk to adults or as a 'show and tell' to explain their achievements.	Children are proud of who they are and what they can do. They talk about themselves positively. Individual, me, my, I can, happy, good, like, better. Discussions with adults on their achievements in Reception and how they have progressed since joining school.
Development of Independence (Managing Self) Intent Vocabulary Implementation	Children are becoming more independent at coming into school in the morning and getting ready for home at home time. They are using the toilet independently most of the time at school. They know it is okay to ask for help and will do so. Get, book bag, water bottle, pack-up, timetable, toilet, wiping, listening.	Children are using their preferences to choose what they would like to do at school. Children can put their coats on and are becoming more confident and skilled in using buttons and zips. Play, playing, area names of the classroom, help, please, dress, undress, clothing names, listening, next. Children given	Children are becoming much more independent – getting things for home, eating their dinner and snacks, asking for help, getting a drink when they want one. Children independently making healthy food choices such as at dinner time. Toilet, food, drink, knife, fork, help, tired, poo, healthy, treat food.	Children looking after themselves at school (personal and hygiene needs). Children developing resilience and perseverance independently. Dress, undress, zip, button, help, try again, tricky, hard, challenge, safe, road safety, look both ways, listening. Children being asked to independently dress	Children are confident to try new things. They continue to develop their resilience and perseverance independently. Children can continue to look after and care for themselves. Like, dislike, why, explain, reason, resilience, try again, rule, road	Children continue to look after themselves and understand what healthy choices are. Children have developed resilience, independence and perseverance to support them through transition and the next step in their school

	Visual and verbal reminders to organise themselves. Reminders to use the toilet, although children should be going independently but may need some verbal support. Adults giving children simple and clear 1 step instructions such as "Get your bag".	the choice to play in the area they would like to in the classroom. Adults to build up relationships with the class so they feel comfortable to ask for help. Verbal and pictorial reminders and support to get changed.	Adults to build a good relationship with the class so they feel comfortable to ask for help or express their needs. Lessons and activities based around healthy and unhealthy foods.	themselves. Children given challenges in class. Children having to explain how to be safe on roads and paths or being taken out of school as a class on a walk.	safety, directions, listen, next, after that. Regular new activities introduced to the class. Discussions around resilience and perseverance. Discussions around road safety or a class walk.	journey. Challenge, harder, next level, healthy, food groups, fats, proteins, carbohydrates, dairy, food names, physical activity, P.E, work out Challenges in the classroom and during adult guided work. Discussions and lessons around keeping healthy.
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Expressive Arts and Design Reception - Long Term Plan

Statutory Guidance from the EYFS Framework:

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

ELG: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

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

The Year 1 expectations in Literacy/English from the National Curriculum. Where are children going?	<u>Art and Design – Year 1 National Curriculum</u> Pupils should be taught: -To use a range of materials creatively to design and make products -To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	<u>Design and Technology – KS1 National Curriculum</u> Design- Design purposeful, functional, appealing products for themselves and other users based on design criteria -Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make -Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate -Explore and evaluate a range of existing products -Evaluate their ideas and products against design criteria Technical knowledge -Build structures, exploring how they can be made stronger, stiffer and more stable -Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products	<u>Music – KS1 National Curriculum</u> Pupils should be taught to: -Use their voices expressively and creatively by singing songs and speaking chants and rhymes -Play tuned and untuned instruments musically -Listen with concentration and understanding to a range of high-quality live and recorded music - Experiment with, create, select and combine sounds using the inter-related dimensions of music
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	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Development of Music Intent Vocabulary Implementation	Singing simple well know songs and rhymes, introducing new daily rhymes. Describing the sounds I can hear. Pitch, music, singing, songs, nursery rhymes, actions, listen, loud /quiet / fast / slow, dance, shouting, song words, clap, stamp, move Introduction to new songs, rhymes. Phase 1 phonics lessons focusing on tuning in.	Nativity Performance – joining in with the words to sings and using actions. Listening to music. Instruments, play, music, sounds, singing, songs, actions, listen, loud /quiet / fast / slow, dance, shouting Daily singing of learnt songs, rhymes or poems, listening to music together as a class, rehearsing to then perform the school Nativity production.	Exploring musical instruments including body percussions. Playing instruments in time and in a simple composition. Pitch, tempo, sequence, instruments, play, music, sounds, singing, songs, actions, listen, loud /quiet / fast / slow, dance, shouting, percussion, pattern, African instruments, drum, tambourine, bells, maracas, glockenspiel and xylophone, shake, tap, bang, pulse, beat, orchestra, horn, bells. Being shown a range of instruments and having these in provision, music lessons on body percussion and creating repeating patterns and compositions using instruments with picture cues and verbal cues.	Experimenting with changing my voice with different tempo, pitch and dynamics. Describing instrument sounds. Loud, quiet, fast, slow, instruments, play, music, sounds, singing, songs, listen, loud /quiet / fast / slow, dance, shouting, voices, whispering, voices, talking voices, change, high, low. Music lessons based on adapting and changing voices using a range of methods, picture cues in provision, instruments in provision, exploring instruments to describe their sound in comparison to others and using new musical vocabulary.	Singing a range of familiar nursery rhymes and songs – singing sometimes in tune. Talk about how music makes me feel. Pitch, instruments, play, music, sounds, singing, songs, nursery rhymes, listen, loud /quiet / fast / slow, dance, shouting, listen, like, dislike, sad, happy, exciting, angry, scary, Rimsky Korsakov, Flight of the Bumblebee Daily singing of a range of songs and learnt rhymes, discussions around music and emotions – exploring a wide range of appropriate songs.	Performing songs, rhymes, poems and stories and moving in time with the music. Composing and adapting my own music using my voice and with instruments. Pitch, instruments, play, music, sounds, singing, songs, nursery rhymes, actions, listen, loud /quiet / fast / slow, dance, shouting, listen, bang, tap, scratch. Both singing and performing learnt songs, rhymes or poems, listening to music together as a class, Instruments in class to allow children to make their own music (including singing).

Development of the use of Paint Intent Vocabulary	(Skill/Knowledge) Exploring the painting area within the setting, using the area independently or with	(Knowledge) Knowing pictures do not need to use multiple colours. Working on choosing	(Experience) Developing an understanding that there are different types of paint and	(Skill) Children continuing to become more confident and independent when painting and using the	(Experience) Continue to develop a wide range of experience with using paint on a small and large scale.	(Skill) Children knowing what they want to paint and why using their imagination and feelings – they can explain why
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Implementation	support and using techniques of Artists studied this term. Paint, painting, colour, choice, splatter, flick, Jackson Pollock. Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of Jackson Pollock's work, teacher modelling of work.	particular colours for the painting they are creating. Paint, painting, colour, choice, Yves Klein Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of Yves Klein's work, teacher modelling of work.	that paint can be added to, to change its colour and consistency e.g. sand. Paint, painting, colour, choice, type, poster, ready mix, acrylic, powder, water colour, sand, glitter. Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of a range of media through modelling and then in provision.	skills and techniques they've been taught and seen through a range of artists. Paint, painting, colour, choice, mix, new, primary and secondary Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of mixing paints to make new colours	Explore using different brush types and noticing artists who also do this. Paint, painting, colour, choice, surface, paper, card, brushes, thick, thin, difference. Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of a range of media.	they've chosen their materials and how they may do it differently next time. Paint, painting, colour, choice, inspiration, feeling, emotion, imagination, observation, evaluate, like, dislike, change, similar, different, improve, better. Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of a range of media.
Development of Cutting skills Intent Vocabulary Implementation	(Skill) Children being shown how to scissors to make snips safely. Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper. Demonstration and discussions around scissor safety, modelling the use of scissors – open and close to make small snips in a repeated process, scissors in provision.	(Skill) Children building confidence and skill in using scissors. Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, straight line, copy, follow. Demonstration and discussions around scissor safety, modelling the use of scissors – open and close to make small snips in a repeated process to follow a line, scissors in provision.	(Skill) Children building confidence and skill in using scissors. Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, curved lines, copy, follow, trace. Demonstration and discussions around scissor safety, modelling the use of scissors – open and close to make small snips in a repeated process while moving the paper around to follow a curved line, scissors in provision.	(Skill) Children building confidence and skill in using scissors Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, shapes, lines, copy. Scissors in provision, a variety of shapes for children to cut, materials and pictures available for children to cut freely.	(Skill) Children using scissors independently and safely. Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, independence, lines, follow. Scissors in provision, a variety of shapes for children to cut, materials and pictures available for children to cut freely.	(Skill) Children using scissors to support them in their creations. Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, purpose, independence. Scissors in provision, a variety of shapes for children to cut, materials and pictures available for children to cut freely.
Development of Imagination and Roleplay	Children exploring the roleplaying area/s within the setting and joining in with familiar pretend play. Children exploring and using the resources		Children using the stories they know and have heard in school to roleplay them Children extending their roleplay with more imaginary		Children continuing to extend and develop the storylines they are role playing in school. Children will independently sing, dance, roleplay,	

Intent Vocabulary Implementation	to create props or bring in and use materials to support play. Children building and developing storylines in both the small world area and role-playing in the setting. Join in, pretend, roleplay, home corner, mums, dads, baby, small world, people, vehicles, cars, recreate, represent, shops, schools. Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children.	storylines. Children continuing to use the props available in school and ones they have made themselves. Join in, pretend, roleplay, retell, stories, acting out, puppets, toys, small world, masks, home corner, conversations, taking on a role, pretending. Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children.	create artwork and may show a passion for one or more ways to express their imagination. Join in, pretend, roleplay, retell, stories, converse, conversation, represent, real life, imagination, celebrations, daily life, shopping, school. Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children, singing songs, rhymes and doing guided roleplaying activities together as guided groups or a whole class.
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