

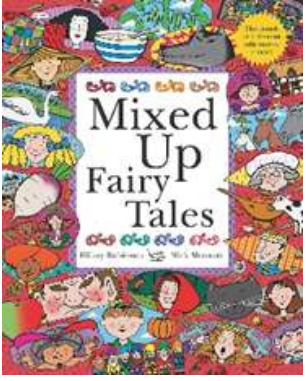























	Au1	Au2	Sp1	Sp2	Su1	Su2
Theme	Me, My Family, My school (Proud to be From Lidget Green School) 	Dark and Light 	Mixed up Fairytales 	Growing & Changing: Seasons on the Farm 	Around the World We go 	Animals in my world: From the jungle to the Sea
Key Questions	What makes you special? Are all families the same? Who helps me at school?	Why does it get dark? What animals come out at night? How does the season change? Why do people celebrate?	Are their real Kings and Queens? What are the ingredients of a good Traditional Story? How can I build a strong bridge?	What is a life cycle? What do plants need to grow? What are chicks? What happens in the chick life cycle? What creatures hatch from eggs? Why won't we see a tiger at the farm?	Would you prefer to visit a hot or cold place? Explain why. What is a town/street/city/country? Which country do I live in? Where is my country on a map/globe? What are the other countries called? Are all countries the same? Look at differences – rainforests/deserts/Antarctica Which animals live in which countries?	What is a habitat? What's the difference between the jungle and a farm/ The Ocean and land?
Key Vocabulary	Names of all equipment in the classroom	Nocturnal, Reflect, Festival, Celebration Religion, Seasons, Changes Diwali, Diwa	Knight, castle, King, Queen, Long ago, Character, Villain, Hero	farm, farm animals and their young, , planting, seed, seedling, growing, hatch, eggs,	Map, Journey, Transport, airplane, Adventure	habitat,
Possible Themes	Me, My Family, My school community, ,people who help us in school Our bodies, Hygiene/ oral hygiene, Being healthy, similarities and differences, likes, dislikes, diversity, families, feelings	Autumn and Winter, Day and night, Light sources, Nocturnal animals/ British Wildlife, Bonfire night, Diwali, Christmas,	Traditional tales, Knights, castles, building bridges, , story language. Royalty/ Monarchy - Queen Elizabeth II, King Charles III, making pancakes,	life cycle of a chick, life cycle of a dandelion,	Journeys. Transport, Maps, Same, Different,	
Texts	Key Text: When a Dragon goes to school  Not Now Noor!	Key Literacy Texts: Leaf Thief The Fox in The Night  Topic Texts: Little Glow	Mixed up Fairy Tales Three Billy Goats Gruff Jack and the Beanstalk  Other Texts: (Read a fairytale each day at story time)	The Growing Story. Dora's eggs Other texts: Farmer Duck Once There were Giants NO Red rockets and Rainbow Jelly	Key Text:: Here we are Oliver Jeffers Martha Maps it Out The Most Exciting Eid Other texts: NO Hello Hello NO - You Choose	Handa's surprise Somebody swallowed Stanley Tiddler. We're Roaming in the Rainforest. NO Blue Chameleon

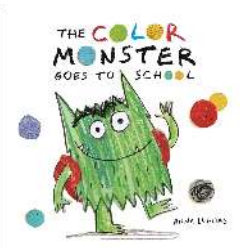

	 <p>This is me</p> <p>Topic Texts: My map book NO The family book</p> <p>Other texts: All are welcome</p> <p>The Colour Monster Goes to School My teacher is a monster, NO Mommy, Mama and Me</p>	 <p>Other texts: Owl Babies, Funnybones,Pumpkin soup</p>	<p>There was a dragon who swallowed a knight? Stop That's not my story! Mr Wolf's Pancakes (pancake Day)</p>		<p>Lost and Found 10 Things I can Do to Help My World</p>	
Non-Fiction texts	<p>Texts about families Texts about Schools The Body Book Teeth</p>	<p>What happens In Autumn? Books about Festivals, Day and Night, Dark and Light. British Wildlife & nocturnal Animals</p>	<p>Queen Elizabeth II, King Charles III (Little People Big Dreams) Pancake recipes, cake Recipe books.</p>	<p>Life cycle books- chick, dandelion Spring on the Farm</p>		
Experiences	<p>School Grounds Walk Grandparents Day High Tea</p>	<p>Autumn Walk Fireworks? Now Press Play -Autumn Christmas Concert: Baby hunt</p>	<p>Visit to a forest- Judy Woods? Now Press Play -Winter Fairy Tale ball Dantastic education workshop- Castles, Dragons and Fairytales?</p>	<p>Hatching Chicks/ Mobile Farm <i>Now press Play- on the farm</i></p>	<p><i>Playground Safari? Journey - on a bus?</i></p>	<p>Mobile Rockpool</p>
Outdoor Topic	<p>"Let's Play Outside" / "Bears" Introduce outside area- Rules and behavior expectation Outdoor topic books: We're Going on a Bear Hunt. Where's my Teddy? Non fiction books about bea</p>	<p>We Love to Celebrate - Halloween -Diwali- Hindu and Sikh Festival of lights -Bonfire Night -11th Nov Remembrance Day -Hanukkah- Jewish Festival of light -Christmas Outdoor Topic books: Funny Bones, Festival books and watch videos -We're going on a Pumpkin Hunt</p>	<p>Superheroes Pirates Outdoor Topic Books: -Ten rules of being a Superhero - The Pirates Next Door</p>	<p>On the Move All Aboard Outdoor Topic Book: All change</p>	<p>Camping How does your garden grow? Outdoor Topic Books: -Pete the Cat goes Camping</p>	<p>The Funfair Water - Under the Sea Outdoor Topic Book: - Fun at the Fair -Drop: An Adventure through the Water Cycle Noah's Ark Sharing a Shell Somebody Swallowed Stanley</p>
Physical Development (PD) General yearly Physical Development progression	<ul style="list-style-type: none"> Children will develop overall body strength, co-ordination, balance, and agility to support lessons in dance, gymnastics and sport. Children will develop their fine motor skills to use a range of tools safely and confidently. Children will always have access to pencils, paintbrushes, scissors, knives, forks, and spoon. Children will develop a good posture when sitting at a table (classroom and dinner times) <p>Develop a good pencil grip ready for Year 1 writing expectations.</p>					

<p>PD</p> <p>Development Matters (2021) Guidance</p>	<p>Children will further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</p> <p>Line up, wash hands, wait, sit down, carpet time, dinner time, and toilet.</p> <p>Adults supporting children to learn the school day and routines.</p> <p>Children going for dinner, Children toileting independently.</p>	<p>Children will revise and refine the fundamental movement skills they have already acquired.</p> <p>Roll, crawl, walk, jump, run, hop, skip, climb, balance, skill, careful.</p> <p>P.E Lessons, physical activities in the outdoor area – both child initiated and adult guided.</p>	<p>Children will further develop and refine a range of ball skills.</p> <p>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>Throwing, catching, kicking, passing, batting, aiming, confidently, precisely, accurately, ball, racket, hands, face, eyes.</p> <p>P.E Lessons, physical activities in the outdoor area – both child initiated and adult guided, balls in outdoor area.</p>	<p>Children will know and talk about the different factors that support their overall health and wellbeing.</p> <p>Physical activity, health eating, food groups, tooth brushing, screen time, bedtime routine, road safety.</p> <p>Planned lessons, guided discussions and continuous provision based around keeping healthy through a range of factors.</p>	<p>Children will combine different movements with ease and fluency.</p> <p>Dance, move, movement, star shape, pike, straddle, tuck, levels, low, standing, tall.</p> <p>P.E Lessons, physical activities in the outdoor area – both child initiated and adult guided, balls in outdoor area.</p>	<p>Children will confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Safe, safely, rules, pencil, pen, scissors, paintbrush, bike, scooter, blocks.</p> <p>Children having daily access to a range of large and small apparatus both indoors and outdoors.</p>
<p>PD: Gross Motor development</p>	<p>Begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table.</p> <p>Begin to safely use tools and equipment.</p> <p>Sit, sitting up, straight, smart sitting, posture, floor, carpet, table, pen, pencil, scissors, ball, racket, rope, cone.</p> <p>Children sitting at tables, sitting on the carpet, children having access to a range of tools and equipment such as pens, scissors, balls, rackets, cones to use.</p>	<p>Begin to develop overall body; strength, balance, co-ordination, balance and agility. Experiment moving in different ways.</p> <p>Sit, sitting up, straight, smart sitting, balance, follow me, climb, apparatus, mats, slither, crawl, skip, jump, hop, side step.</p> <p>P.E Lessons focusing on strength and balance – using equipment to climb, using mats to make a range of shapes with their body, moving around the sports hall in different ways.</p>	<p>Continue to develop overall body strength, balance and coordination.</p> <p>Developing in ability when dancing to music.</p> <p>Strength, balance, coordination, climb, dance, dance move, music, shape, shape names, tension, floppy.</p> <p>P.E Lessons focusing on strength and balance – using equipment to climb, using mats to make a range of shapes with their body, listening to music and experimenting with moving their body, copying dance moves and creating their own.</p>	<p>Negotiates space successfully and can adjust speed and direction.</p> <p>Showing increasing control with a ball.</p> <p>Space, surroundings, aware, speed, direction, control, ball, looking, racket, hands, eyes.</p> <p>Moving around during P.E lessons and negotiating around a range of obstacles at different speeds – replicating it outside in their play</p>	<p>Using equipment safely with consideration to others.</p> <p>Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing.</p> <p>Equipment, ball, cones, safety, careful, running, jumping, stepping, dancing, hopping, skipping, climbing.</p> <p>Children having access to a range of tools and equipment such as pens, scissors, balls, rackets, cones to use – children reminded to use this carefully around other children.</p>	<p>Negotiate space and obstacles safely.</p> <p>Show strength, balance and coordination when playing.</p> <p>Move energetically in a range of different ways.</p> <p>Space, carefully, aware, surroundings, direction, speed, strength, coordination, play, playing, running, jumping, hopping, skipping, climbing, moving, travelling.</p> <p>Adults prompting children to run safely, adults supporting children with gross motor skills by setting up activities and children having access to the equipment at all times.</p>
<p>PD: Fine Motor development</p>	<p>Children using pencils and other equipment comfortably for them.</p> <p>Children making snips in paper either using one hand or two.</p> <p>Pencils, tools, equipment, safely, hand, scissors, snips.</p> <p>Pencils available for children at all times, scissors available for children to use, activities for children that include mark making, name writing and snipping paper.</p>	<p>Children continuing to develop their fine motor skills.</p> <p>Children beginning to learn correct letter formations and use these in their writing.</p> <p>Pen, pencils, scissors, paintbrush, finger, finger strong, dough, dough disco, letter formation, letters, rhymes, writing.</p> <p>Fine motor activities in the class as well as adult guided activities – drawing, writing, cutting, tracing ect. Weekly handwriting lessons –</p>	<p>Developing an effective pencil grip.</p> <p>Developing skill when using tools including scissors.</p> <p>Pencil, grip, hand, fingers, skill, scissors, snips, control.</p> <p>Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support.</p> <p>Scissors and small tools available in provision for children as well as</p>	<p>Children forming recognisable letters with an effective pencil grip.</p> <p>Letters, trace, rhymes, pencil grip.</p> <p>Children being taught letter formations, incorrect formations being corrected and teachers supporting children to correct these, Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support.</p>	<p>Confidently using scissors and small tools.</p> <p>Beginning to use a tripod grip to draw and write accurately.</p> <p>Scissors, small tools, tripod, fingers, draw, pencils.</p> <p>Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support.</p> <p>Scissors and small tools available in provision for children as well as</p>	<p>Children using the tripod grip.</p> <p>Using a range of small tools.</p> <p>Showing accuracy when drawing.</p> <p>Tripod, pencil, grip, skill, tools, pen, pencil, scissors, weaving, threading, accuracy, drawing, detail, tracing.</p> <p>Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support.</p> <p>Scissors and small tools available</p>

			children introduces to new formations to copy and then use during writing activities.	guided activities using these materials.			guided activities using these materials.		in provision for children as well as guided activities using these materials.			
PD: Fine motor: Pencil grip P.O.S 1-7 years	FISTED GRIP	DIGITAL PRONATE GRIP	4 FINGER GRIP HIGH INDEX	HOOKED 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 shoulder so the arm and the hand move as a unit. Light scribbles can be drawn.	All fingers are holding the pencil but the wrist is turned so that the palm is facing down. Movement comes mostly from the elbow. Horizontal lines, vertical lines and circular lines are able to be copied.	<p>A three-finger grasp, where the thumb, index finger and middle finger work as one unit.</p> <p>Movement is usually from the wrist with this static grasp.</p> <p>A static quadropod grip has a fourth finger involved.</p> <p>Triangles, circles and squares can be copied with this grip.</p>									Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips. This is the ideal grip to move the pencil accurately.
Communication & language: On going C&L skills (developed throughout the year)	<ul style="list-style-type: none"> Children will continue to learn new vocabulary and its meaning. Children will continue to use new vocabulary in conversations and discussions – with teachers and peers. Children will continue to learn new rhymes, poems and songs – some of which they can recite from memory 											

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

<p>C&L:Underst anding skills</p>	<p>Children following simple 1 step instructions. Children understanding appropriate 'why' questions.</p> <p>Instruction, telling, listen, follow, why, question, explain, because.</p> <p>Asking and encouraging children to answer why questions, giving children simple clear instructions.</p>	<p>Children following clear instructions with 2 parts.</p> <p>Instruction, telling, listen, follow, why, question, explain, because.</p> <p>Asking and encouraging children to answer why questions, giving children clear instructions with two parts e.g. get your coat and then sit on the carpet'.</p>	<p>Children taking turns when speaking and responding to their peers and adults with a clear understanding of what has been said.</p> <p>Turn taking, listening, instruction, telling, listen, follow, why, question, explain, because.</p> <p>Modelling conversations with children and staff, giving children opportunities to talk with new people e.g. asking a doctor questions.</p>	<p>Children asking questions to clarify understanding and confirm knowledge. Children showing a good understanding of texts that have been read to them through their recall.</p> <p>Explain, because, why, when, what, how, don't understand, retell, vocabulary linked to book language.</p> <p>Modelling asking and answering questions, asking children questions in a variety of situations, retelling stories as a class through puppets, roleplaying, verbally and story mapping.</p>	<p>Children following clear instructions with 3 parts. Children using new knowledge and vocab in conversation and play. Children showing an understand questions through their talk and actions.</p> <p>Instructions, listening, follow, explain, repeat, non-fiction, how, why, where, when, what, because.</p> <p>Give children multiple instructions to follow verbally, explore a variety of texts together and their features, discussions around vocabulary and its meaning, ask and answer questions.</p>	<p>Children can retell a story showing a good understanding. Children understanding and using a large number of words and new vocabulary in their conversations and during discussions.</p> <p>Book specific vocabulary, animals, man-made, Soon, early, late, square, triangle, circle, soft, hard, smooth.</p> <p>Modelling retelling stories in a variety of means, model categorising words explore a range of adjectives and how these can be used to verbally describe and also be used in writing.</p>
<p>C&L: Speaking skills</p>	<p>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.</p> <p>Sentence, songs, joining in, rhymes, poems, Good morning, right, now, pass me, lets get.</p> <p>Key Vocabulary:</p> <p>Family, School, names of each area of the classroom and for equipment in them.</p> <p>home sister brother grandparents friends birthday parents</p> <p>hygiene teeth brush</p> <p>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.</p> <p>Role play and small world: Home corner and Baby Clinic</p>	<p>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.</p> <p>Conversation, turn taking, why, because, and, cat, hat, good morning how are you.</p> <p>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.</p> <p>Role Play and Small world: Celebration enhanced home corner, Forest</p>	<p>Children using talk to pretend play. Children explaining things through speech. Children describing things through speech. Children talking in the past tense.</p> <p>Pretend this is, ran, fell, why, because, I think, this morning, last night.</p> <p>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 supporting children verbally to use the past tense, recapping activities and the day through conversation or the use of a visual timetable.</p> <p>Role Play and Small world: Castle, fairy tale small worlds, traditional tales, fairies dragons, knights</p>	<p>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.</p> <p>I think, because, why, when, does, and, because, next, after that, let's try.</p> <p>Adults modelling and supporting children to 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.</p> <p>Role please and small world:</p>	<p>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.</p> <p>I think, because, why, when, does, and, because, next, after that, let's try, feelings, experience, went to, going to, please, thank you,</p> <p>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.</p>	<p>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.</p> <p>Play, pretend, topic specific vocabulary, now, then, before, after, if, because, so, could,</p> <p>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.</p>

<p>PSED The Reception Year provides the foundation for personal, social and emotional skills children will build upon in Year one.</p>	<p>Children will continue to develop their PSED skills once they move into Year 1 and beyond as they study 'The National Curriculum'.</p> <p>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.</p> <p>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.</p> <p style="text-align: center;">PSED play a part in all lifelong skills.</p>					
<p>PSED:Self Regulation (Expressing Feelings)</p>	<p>Children talk about their feelings to trusted adults or special friends.</p> <p>Feelings, emotions, happy, sad, angry, good, bad.</p> <p>Books read focusing on feelings and emotions. Class discussions on emotions – particularly relating to starting school.</p> <p>Text: The color Monster Goes to school/This is me/the Family Book</p>  <p>Feelings</p> 	<p>Children are sharing more often or may comfort a friend who is upset. Children identify their own emotions and name them.</p> <p>Happy, sad, angry, upset, cry, nice, problem, feeling, emotions.</p> <p>Books read around sharing, friendships, conflicts. Adults modeling resolving conflict. Adults asking children to express their feelings.</p>	<p>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.</p> <p>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.</p>	<p>Children have an adult in school they trust and will talk to. Children talk about their interests and likes and dislikes at school.</p> <p>Choice, explain, say, worry, sad, help. Adults prompting children to explain the choices they have made.</p> <p>Children spending time with the adults in their classroom so they feel comfortable to talk about any concerns they may have.</p>	<p>Children try and share, take turns, reason and look after one another. They apologise if they hurt someone accidentally or make someone else upset.</p> <p>Sorry, upset, sad, accident, help.</p> <p>Adults modelling apologies and explaining to children when an apology is necessary.</p>	<p>Children show emotional maturity ready for the emotional resilience needed for KS1.</p> <p>Children can use reason and resolutions with other children to keep games and play fair.</p> <p>Emotion, feeling, happy, sad, frustration, explain, why, turn taking, my turn, your turn.</p> <p>Adults providing children with a range of strategies to deal with anger and other emotions.</p>

<p>PSED: Self-Regulation (Managing behaviour)</p>	<p>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. Rules explained as well as the reason behind them – books shared linked to  rules. (know and understand the school rules: Ready, Respectful (Kind), Safe)</p>	<p>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.</p>	<p>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</p>	<p>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</p>	<p>Children will without question follow 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.</p>	<p>Children are developing 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.</p>
<p>PSED: Managing Self (Self-awareness, keeping healthy)</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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</p>	<p>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.</p>
<p>Maths Taught through White Rose Maths, Maths No Problem & Numberblocks (NCETM planning).</p>	<p>White Rose Maths, & Numberblocks (NCETM planning). White Rose Maths Units: Getting to Know you: Build trusting relationships -Ensure children have good levels of well-being and involvement to be ready to learn.</p>	<p>White Rose Maths, & Numberblocks (NCETM planning). White Rose Maths Units: I 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</p>	<p>White Rose Maths, & Numberblocks (NCETM planning). White Rose Maths Units: Alive in 5: Introduce zero -Find 0 to 5 -Subitise 0 to 5 -Represent 0 to 5</p>	<p>White Rose Maths, & Numberblocks (NCETM planning). White Rose Maths Units: Length, Height and Time : Explore Length -Compare Length -Explore Height</p>	<p>White Rose Maths, & Numberblocks (NCETM planning). White Rose Maths Units: 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?</p>	<p>White Rose Maths, & Numberblocks (NCETM planning). White Rose Maths Units: Sharing and Grouping - Explore sharing - Sharing (2 lessons) - Explore grouping Step 4: Grouping - Even and odd sharing (2 lessons)</p>

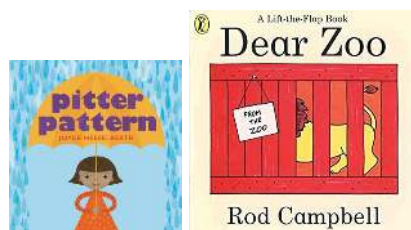
Match, Sort and Compare :

- 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

Texts Linked to Maths:
Match sort and compare-



Talk about Measure and Patterns-



- 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

Numberblocks 1-5.

Texts Linked to Maths- 123, Its Me!



Circles and Triangles



1,2,3,4,5



Shapes with 4 sides



Mass and Capacity

- Compare mass
- Find a balance
- Explore capacity
- Compare capacity

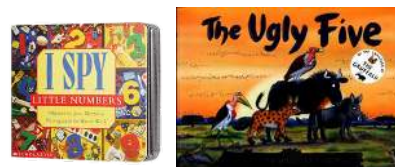
Growing 6,7,8 (Continued): -Find 6,7,8

- Represent 6,7,8
- 1 more
- 1 less

-Composition of 6, 7, 8

Numberblocks – 5,6,7,

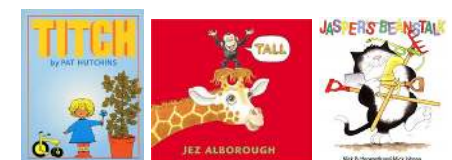
Texts linked to Maths: Alive in 5



Mass and Capacity



Length Height and Time



-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
- Growing 6,7,8

Number blocks 8, 9,10

Texts linked to Maths: Growing 6,7, 8



Building 9 & 10



- 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

Numberblocks – 10-20

Texts linked to maths:



- 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
- Consolidation

Numberblocks 1-20





Exploring 3d shapes

<p>Literacy Phonics (Little Wandle)</p>	<p>Phase 2 Week 1 s a t p Week 2 i n m d Week 3 g o c k Tricky word is Week 4 ck e u r Tricky word l Week 5 h b f l Tricky word the</p> <p>Grapheme, phoneme, blend, sound, say, segment</p> <p>During phonics, literacy and reading time children to match the graphemes to the phonemes, words given to children to read with VC and CVC during reading and phonics lessons. Tricky words introduced and recapped – possibly opportunities to write.</p>	<p>Phase 2 cont. Week 1 ff ll ss j Tricky words put* pull* full* as Week 2 v w x y Tricky words and has his her Week 3 z zz qu words with s /s/ added at the end (hats sits) ch Tricky words: go no to into Week 4 sh th ng nk Tricky words: she push* he of Week 5 • words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags) Tricky words : we me be</p> <p>Grapheme, phoneme, blend, sound, say, segment, read, friendly sounds.</p> <p>During phonics, literacy and reading time children to match the graphemes to the phonemes, words given to children to read with VC, CVC and CVCC during reading and phonics lessons. Tricky words introduced and</p>	<p>Phase 3: Week 1 ai ee igh oa Week 2 oo oo ar or Tricky words: was you they Week 3 ur ow oi ear Tricky words: my by all Week 4 air er words with double letters: dd mm tt bb rr gg pp ff Tricky words: are sure pure Week 5 longer words</p> <p>grapheme, phoneme, blend, sound, say, segment, digraph, trigraph, friendly sounds.</p> <p>During phonics, literacy and reading time match the graphemes to the phonemes, words given to read during reading and phonics lessons. Writing digraphs and graphemes in writing lessons and phonics lessons. Tricky words introduced and recapped – possibly opportunities to write.</p> <p>Read a different Traditional Story each day for story time</p>	<p>Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Week 2 review Phase 3: er air words with double letters longer words Week 3 words with two or more digraphs Week 4 longer words words ending in –ing compound words Week 5 longer words words with s in the middle /z/ s words ending –s words with –es at end /z/ (No new Tricky words this half term- Review all taught so far) Secure spelling.</p> <p>Grapheme, phoneme, blend, sound, say, segment, digraph, trigraph, friendly sounds, syllable, sentence.</p> <p>During phonics, literacy and reading time match the graphemes to the phonemes, words given to read during reading and phonics lessons. Write digraphs, trigraphs,</p>	<p>Phase 4: Week 1 short vowels CVCC Tricky words: said so have like Week 2 short vowels CVCC CCVC Tricky words: some come love do Week 3 short vowels CCVCC CCCVC CCCVCC longer words Tricky words: were here little says Week 4 longer words compound words Tricky words: there when what one Week 5 root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est Tricky words: out today</p> <p>Grapheme, phoneme, blend, sound, say, segment, digraph, trigraph, friendly sounds, syllable, sentence.</p> <p>Children given sentences to read and write to match the taught graphemes. Children given tricky words to read and write.</p>	<p>Phase 4: Week 1 long vowel sounds CVCC CCVC Week 2 long vowel sounds CCVC CCCVC CCV CCVCC Week 3 Phase 4 words ending –s /s/ Phase 4 words ending –z/ Phase 4 words ending –es longer words Week 4 root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ Week 5 Phase 4 words ending in: –s /s/, –s /z/, –es longer words No new tricky words- Review all tricky words taught so far Secure spelling</p> <p>Grapheme, phoneme, blend, sound, say, segment, digraph, trigraph, friendly sounds, syllable, sentence.</p> <p>Children given sentences to read and write to match the taught graphemes. Children given tricky words to read and write.</p>
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		recapped – possibly opportunities to write.		graphemes in sentences or captions. Tricky words recapped.		
Literacy: Reading comprehension	<p>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.</p> <p>Book, rhyme, join in, picture, illustration, words, text, follow, repeat, look, beginning, middle, end.</p> <p>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 books suggested above)</p>	<p>Children being able to sequence two events from a familiar story – possibly with the use of prompts for support. Children discussing and hearing a range of books – non-fiction and fiction. Children being asked questions liked to the books read to them. Children using texts and images to answer simple questions.</p> <p>Texts, books, story, non-fiction, fiction, questions, who, what, where, why, when, pictures, illustrations.</p> <p>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.</p>	<p>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.</p> <p>Text, pictures, what, why, how, when, where, like, dislike, rhyme, play.</p> <p>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 questions about phrases used, ask children to vote for stories or say if they liked or disliked a story.</p>	<p>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.</p> <p>Story, order, sequence, retell, end, repeat.</p> <p>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 liked or disliked a story and to give a reason.</p>	<p>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.</p> <p>Sequence, story, what, why, difference, non-fiction, fiction, poetry, act out, show me.</p> <p>Children to sequence a story in their writing. Ask children questions about what will happen next and to give a reason, children to explain the kind of text the class is reading and how they know e.g. fiction books have information, ask 'why' questions about texts.</p>	<p>Converses about books talking about the events, the parts they liked and dislikes and gives reasons 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.</p> <p>Vocabulary, words, recall, retell, next, after that, why, when, like.</p> <p>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.</p>
Literacy: Word Reading	<p>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.</p> <p>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).</p>					
Literacy: Word Reading	<p>Children can discriminate sounds (Phase 1 Phonics) such as instruments and cars.</p> <p>Children are beginning to be able to orally blend and segment. (Phase 1 Phonics).</p> <p>Hearing, listening, sound, phoneme, three sounds, two sounds, put it together, what can you hear?</p> <p>Support and modelling of hearing initial sounds and using phonics</p>	<p>Phonics lessons/ First sound reading books introduced and children read graphemes (letter sounds) s,a,t, p, i... Begin to blend some simple words</p> <p>Children read a few common exception words matched to the phonic programme.</p> <p>Letters, phonemes, read, sounds, tricky words.</p> <p>During Phonics lessons children shown the graphemes and</p>	<p>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.</p> <p>Letters, phonemes, read, sounds, tricky words.</p> <p>During Phonics lessons children shown the graphemes and children saying the corresponding phonemes, during reading time</p>	<p>Continue to read graphemes as well as some digraphs. Children reading simple phrases and sentences with known graphemes / phonemes and a few exception words from memory.</p> <p>Digraph, read, sounding out, tricky word, CVC, sound buttons.</p> <p>During Phonics lessons children shown digraphs, children to read the two graphemes as one phoneme. Reading fluency developed and children</p>	<p>Children read some graphemes, digraphs, simple phrases and sentences with known graphemes / phonemes and a few exception words from memory.</p> <p>Digraph, read, sounding out, tricky word, CVC, sound buttons.</p> <p>During Phonics lessons children shown digraphs, children to read the two graphemes as one phoneme. Reading fluency developed and children encouraged to read simple</p>	<p>Children beginning to read some tricky words from Phase 4 e.g. said, like, have, so. Children can re-read what they have written to check that it makes sense</p> <p>Tricky words, re-read, check, sense, edit, change, adapt, improve.</p> <p>Children shown Phase 4 tricky words to sight read. Children reminded to re-read their work to check for fluently.</p>

	<p>fingers to break down a word into the phonemes e.g. cat – c/a/t.</p>	<p>children saying the corresponding phonemes, during reading time children saying the phonemes in their books to match the graphemes seen. Children encouraged to segment and then blend the sounds together in both phonics lessons, literacy lessons and reading time. Children introduced to tricky words to sight read.</p>	<p>children saying the phonemes in their books to match the graphemes seen. Children encouraged to segment and then blend the sounds together in both phonics lessons, literacy lessons and reading time. Children introduced to tricky words to sight read.</p>	<p>encouraged to read simple phrases and sentences during phonics lessons and reading time. Children introduced to more 'tricky words' to sight read.</p>	<p>phrases and sentences during phonics lessons and reading time. Children introduced to more 'tricky words' to sight read.</p>	
<p>Literacy:</p> <p>Early Developmental writing</p>	<p>Writes their name - copying it from a name card or trying to write it from memory. Develop an awareness that writing communicates meaning. Gives meaning to marks they make.</p> <p>Listen, speak, speaking, writing, mean, explain, what.</p> <p>Carpet time, use of the role play area, small group work modelling speaking skills, reminders to listen to and join in, reading books as a class, using the class book area, model writing during class inputs, name boards, write their name on sheets and in their writing book.</p> <p>Writing opportunities in provision- menus and shopping lists, recipes,</p> <p>Linked to Texts- Draw pictures and orally compose sentences/ captions for rules for the dragon/ our classroom</p> <p>Writing focus: write menus & invites for Grandparents high tea,</p> <p>Writing focus- write contribute to a 'This is Me book' (sent home) with information about us to share in class and display in the reading area for our classmates to read..</p> <p>Write graphemes and cvc words. Use some of their print and letter knowledge in their early writing e.g. in provision.</p> <p>Practise writing their first name.</p>	<p>Continuing to develop a phoneme / grapheme relationship. Now has increasing control when making marks and drawing. Copies adult 'writing behaviour' e.g. writing on a whiteboard, writing messages. Uses some recognisable letters and own symbols such as their name or some initial sounds.</p> <p>Copy, trace, same, drawing, picture, neat, phoneme, grapheme, symbols, marks, letters, name, writing.</p> <p>Roleplaying resources, a mark making area or access to paper and writing tools, modelling writing during shared inputs and writing sounds 'out loud'. Children have access to sound boards in the class.</p>	<p>Children recording letters for initial sounds and end sounds. Children building and recording simple CVC words.</p> <p>Writing, initial sounds, hear, phoneme, listen, tune in, end sound, sound at the end.</p> <p>Children given opportunities during writing lessons and during choosing time to write the initial sounds they can hear, modelling writing initial sounds during shared inputs. Children moving onto hearing end sounds once ready. Children moving onto CVC words once ready.</p>	<p>Children build CVC, CVCC words using known graphemes. Children recording these. Use writing in their play. Some children moving onto caption writing if ready.</p> <p>Words, writing, sounds, phoneme, graphemes, sounding out, independently, sound talk, sound buttons, roleplay.</p> <p>CVC writing activities during guided group work and as independent challenges in the classroom, modelled during shared inputs, roleplay areas to have writing materials</p>	<p>All children being exposed to caption writing and simple sentence writing and extended to copy or create a simple caption e.g. it is a bus. Continue to build on knowledge of letter sounds in writing.</p> <p>Writing, sounds, letter sounds, graphemes, phonemes, mark making.</p> <p>New phonemes and graphemes introduced during phonics lessons, sound mats used in literacy lessons and within class provision, a range of literacy tasks and writing activities during guided group work drawing on previously read texts.</p>	<p>Children writing for a range of purposes e.g. non-fiction and fiction writing. Write short sentences sometimes using finger spaces, capital letters and full stops.</p> <p>Instructions, recipe, story, non-fiction, fiction, information book, sentences, letter sounds, capital letters, finger spaces and full stops.</p> <p>Children writing for a range of different purposes such as fact files, stories, recipes, instructions. Modelling writing sentences in sequence with the correct punctuation – children reminded to include this verbally or pictorially.</p>

<p>Literacy: Composition skills</p>	<p>Forming the basic understanding of compositional skills through talk - to organise my play and describe events and special occasions.</p> <p>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.</p>	<p>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.</p> <p>Roleplay, feelings, happy, sad, story, message, stories, text.</p> <p>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.</p>	<p>Orally sounding out CVC words. Breaking down words to ensure they've remembered all of the sounds.</p> <p>Oral, out loud, sentence, rehearse, repeat, check, re-read.</p> <p>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.</p>	<p>Orally compose a caption and hold it in memory before attempting to write it.</p> <p>Oral, out loud, sentence, rehearse, repeat, check, re-read.</p> <p>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.</p>	<p>Write a simple sentence. Firstly focusing on including finger spaces.</p> <p>Oral, out loud, sentence, rehearse, repeat, check, re-read, writing, full stop, punctuate, end, finger space.</p> <p>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.</p>	<p>Write sequenced simple sentences with some finger spaces – working towards including a capital letter and full stop.</p> <p>Oral, out loud, sentence, rehearse, repeat, check, re-read, writing, full stop, punctuate, end, story, capital letters, finger spaces.</p> <p>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.</p>
<p>Literacy: Spelling</p>	<p>Orally segment simple words e.g. cat, dog. Write their name copying it from a name card or trying to write it from memory.</p> <p>Segmenting, phonemes, graphemes, sounds, name writing, copy, trace, formations.</p> <p>'Robot talk' to segment sounds in words, writing their names on sheets or in books.</p>	<p>Orally spell VC and CVC words by identifying the sounds. Write their own name.</p> <p>Segmenting, phonemes, graphemes, sounds, name writing, copy, trace, formations, three sounds, sound buttons.</p> <p>Phonics lessons based on orally segmenting words, writing names on sheets and in books during all activities.</p>	<p>Sounding out to write VC and CVC words independently using Phase 2 graphemes. Segmenting, phonemes, graphemes, sounds, name writing, copy, trace, formations, three sounds, sound buttons, spelling.</p> <p>Literacy activities based on writing VC and CVC words. Phonics writing activities writing words with known graphemes.</p>	<p>Sounding out to write VC, CVC and CVCC words independently using Phase 2 and Phase 3 graphemes. Children can spell some tricky words e.g. the, to, no, go* independently. Segmenting, phonemes, graphemes, sounds, copy, trace, formations, three sounds, sound buttons, tricky words.</p> <p>Literacy and Phonics writing activities writing words with known graphemes, Sentence writing including tricky words.</p>	<p>Children using the knowledge and understanding of phoneme – grapheme correspondence to spell words. Make phonetically plausible attempts when writing unknown words that cannot be sounded out with only Phase 2 and 3 knowledge.</p> <p>Segmenting, phonemes, graphemes, sounds, copy, trace, formations, three sounds, sound buttons, tricky words.</p> <p>Literacy and Phonics writing activities writing words with known graphemes, Sentence writing including tricky words.</p>	<p>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.</p> <p>Spell tricky words e.g., he, she, we, be, me* independently.</p> <p>Segmenting, phonemes, graphemes, sounds, sound buttons, tricky words, independent.</p> <p>Literacy and Phonics writing activities writing words with known graphemes, Sentence writing including tricky words.</p>
<p>Literacy: Handwriting</p>	<p>Know that words around me mean something and can be written by my classroom adults and me. Notices the direction English is written - left to right and top to bottom. Children draws lines and circles, basic shapes and pictures. Children writing their name with the beginning of some correct formations.</p> <p>Story, print, text, illustration, pictures, reading, left to right,</p>	<p>Children form letters from their name mostly correctly. Children understand that we write from left to right and top to bottom. Children using 'pinch and flick' as a method to hold their pencil in a supportive grip for effective writing.</p> <p>Pencil grip, pinch and flick, letters, formations, trace, copy, formation rhymes, spaces, finger spaces.</p> <p>Weekly handwriting lessons based on letter formation progression,</p>	<p>Children are beginning to show a dominant hand. Children begin to form more recognisable letters – although they may not 'start' in the correct place..</p> <p>Pencil grip, pinch and flick, letters, formations, trace, copy, formation rhymes, spaces, finger spaces, hand, left to right, follow the page.</p> <p>Weekly handwriting lessons based on letter formation progression, daily reminders and recaps on</p>	<p>Children hold their pencil effectively to form recognisable letters. Children building a repertoire of correct formations through weekly handwriting formation lessons.</p> <p>Pencil grip, pinch and flick, letters, formations, trace, copy, formation rhymes, hand, left to right,, lazy letters, tall letters, on the line, under the line.</p> <p>Weekly handwriting lessons based on letter formation progression,</p>	<p>Children now form most lower-case letters correctly, starting and finishing in the right place. Children are beginning to include spaces between words.</p> <p>Pencil grip, pinch and flick, letters, formations, trace, copy, spaces, correct formations.</p> <p>Weekly handwriting lessons based on letter formation progression, daily reminders and recaps on how to hold a pencil, children</p>	<p>Children using a tripod grip to confidently write letters that can be clearly recognised. Children are forming some capital letters correctly.</p> <p>Pencil grip, pinch and flick, letters, formations, trace, copy, capital letters, correct, writing.</p> <p>Weekly 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</p>

	drawing, making, marks, lines, circles. Weekly handwriting lessons based on shapes and lines, daily reminders and recaps on how to hold a pencil.	daily reminders and recaps on how to hold a pencil.	how to hold a pencil, children wiring in a literacy book.	daily reminders and recaps on how to hold a pencil, children wiring in a literacy book on lines.	wiring in a literacy book on lines and using finger spaces.	literacy book on lines and using finger spaces and capital letters.
	See Typical Writing development across the Reception Year and beyond. (In Nursery Plan)					
UTW Past and Present Chronology	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. Use of Class Timeline to support.					
	Children talk about their own personal history- baby, toddler, preschool, school & events in the past in their life / members of their family. Introduce term 'in the past' Retells memories with support. Understand that people born before them are older. Knows that local buildings are old e.g. Church Family, relationships, Mum, Dad, sister, brother, grandma, grandad, friends. Children joining in with discussions and stories about family. 'history of me' and introduce class timeline. Children focusing on work based on 'Me, my school and I'	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. Last week, yesterday, a long time ago, last year, before I was born. Discussions around past and present – events such as celebrations, remembrance day (war).	Children visually represent their own day on a simple timeline. Timeline, day, week, first, last, them, next, days of the week – names. Children learning about the days of the week in and out of Maths lessons. Children having a visual timetable. Children completing practical activities visually representation their week.	Children talk about and understand changes in their own lifetime and what happens when they get older. Changes, baby, toddler, child, teenager, adult, elderly, ages. Learning about life cycles of animals, learning about how we grow and change as people.	Children recount an event that has happened. Event, special, what happened, then, next. Discussions around events we have had at school such as school trips, visits etc.	Children can order experiences that have happened to them and in stories they have read. First, then, next, after that, finally, story. Adults prompting children to order experiences and stories verbally or in a written method.
UTW Past and Present /People, Places and Communities /The natural World Enquiry	Children know that you can find out information from different sources. Information, books, videos, search, internet, Adults modelling how to find information using a range of sources. Adults giving children access to books to find information.	Children find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. History, past, celebrations, festivals. Adults providing opportunities to explore a range of festivals and celebrations.	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. Technology, search, internet, Antarctica, desert, changes, water, ice, seasons. Adults modelling using technology. Children having access to the technology to find information.	Children describe images of familiar situations in the past when looking and contrast images or stories. Children are taught about growth and change. Images, pictures, past, present, same, different, grow, change. Children exploring images from the past through stories. Adults providing activities and inputs based on changing and growing. Reading stories such as 'Peepo'.	Children talk about roles people have in society (both in the present and past). Children understand he need for these roles. Key worker, job, help, helpful, community, police, fire service, doctor, dentist. 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 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. Images, pictures, past, present, change, different, people, places, time, compare, comparison, same. Children provided with images to compare with past and present. Discussions around past and present.

UTW
People, Places and Communities
Mapping Skills

Name different parts of the local community/ school with support (home, house, school, Mosque, Church, shop, park)

Describe what places are like (here Children recognise some common signs..

Draw a simple map or plan of their bedroom/classroom/school. Begin to understand and use some positional language. Explore and make observations of different parts of the classroom/ school grounds

Maps, mapping, environment, features, classroom map, local area map, signs, logos.

Where I live, My family, My school
Find My house and my school on a Map (digimaps, google maps)
Find out about people who help us in school
Follow & make simple Maps of the classroom and school and their bedroom.
School/Local Area Walk
Text: My Map Book



Children use positional language.) Use simple geographical words to describe physical features seen in books and on pictures e.g. beach, wood, sea Begin to understand the use of globes and maps

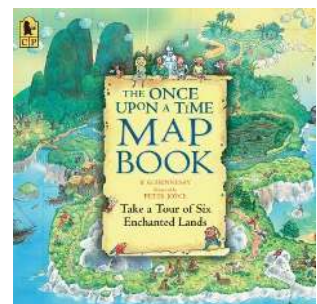
Maps, mapping, environment, bee-bot, left, right, under, beside, on top.

Modelling how to use a bee-bot and positional language.

Children can use positional language and extend this to using a BeeBots or instructing a friend to move. Children recognise some environments are different to the one in which they live. Children can draw a simple map and listen to stories with maps.

Maps, mapping, environment, bee-bot, left, right, under, beside, on top, up, down, same, different, landscape.

Modelling how to use a bee-bot and positional language. Adults setting up a small world track for children to use the Bee-bots with. Looking at maps of the local area and maps of fairytale locations. Follow and draw simple maps linked to stories e.g. how the billy goats got over the bridge or how Cinderella got to the ball and back.)



Children can draw information from a simple map and identify landmarks of our local area walk.

Maps, mapping, environment, features, landmarks, local area.

Children going on a walk together around the local area. To identify landmarks and create a map

Children can confidently programme a BeeBot. Children can talk about technology and how it can help us direct ourselves – Google Maps.

Maps, mapping, environment, bee-bot, left, right, under, beside, on top, google maps.

Modelling how to use a bee-bot and positional language. Children having the Bee-bot grid maps to use. Children being shown what Google maps is and its uses.

Children can create own maps using grid paper and symbols (x marks the spot treasure maps)

Maps, mapping, environment, features, landmarks, local area, x marks the spot, treasure.

Children using the available materials to create their own maps as modelled by the adults in school

UTW
People, Places and Communities
Developing understanding of Respect

Children respect special things in their own lives and in the setting.

Special, teddy, photo, people, toy.

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.

Belief, religion, special, special book, celebrate, celebration, different, same, cold, landscape related vocabulary.

Children taught about respect, children taught about different

Children understand what curiosity is and importance of asking questions. Children find out about other countries and people through non-fiction texts, stories, visitors, celebrations.

Questions, why, country, community, where I live, story, visitor, celebrations.

Children taught about respect, children taught about curiosity, asking questions and why we need to learn.

Children understand what curiosity is and importance of asking questions. Children find out about other countries and people through non-fiction texts, stories, visitors, celebrations including Easter.

Questions, why, country, community, where I live, story, visitor, celebrations.

Children taught about respect, children taught about curiosity, asking questions and why we need to learn.

Children know that different places are special to different people.

Special, places of worship, churches, map, park, shops etc.

Children taught about respect and how we can respect special places.

Children can compare and contrast different places. Children show respect to one another and to animals.

Same, different, similar, features, environment, hot, cold, care, look after, vets, food, water.

Children taught about respect and caring for animals and pets.

		beliefs and special times for different people.				
The Natural world-UTW	<p>Discussions around human lifecycles and how we grow and change – children understanding how they have grown and how they will continue to grow. Looking at how they look and people older than them look – what is the same and what is different. Naming body parts and how to keep ourselves healthy.</p> <p>Introduce materials- begin to identify everyday materials e.g. plastic, wood, metal.</p> <p>Hygiene, healthy, non-healthy, grow, change, germs, 5 senses, teeth brushing, dentist, face, hair, leg, human, knee, arm, elbow, back, head, toes, ear, hands, eye, fingers, mouth, nose, parent, baby, child, adult, grandparent.</p> <p>material, wood, plastic, metal</p> <p>Discussions and inputs around growth and changes in the human body. Learning about healthy eating and how the body works. introduce toothbrushing and why / how we take care of our teeth.</p> <p>Name and sort some materials as part of routines e.g. metal/ plastic containers in the water tray.</p>	<p>Children learn about the seasons and know it is Autumn. Children talk about the seasons and have some understanding about the changes that happen in the world. children developing understanding of some british wildlife animal habitats and can describe them and who lives in them.</p> <p>Autumn, day, dark, light, Winter, night, season, Moon, Sun, lighter, darker, shadow, fox, badger, owl, squirrel, hedgehog, nocturnal</p> <p>Exploring seasons through stories, videos, books.(autumn and winter) Making a record of the seasons or weather such as a weather chart, seasons booklet etc.</p> <p>Identifying, observing and exploring British animals – in person, through books, videos etc.</p> <p>Explore light and dark- light sources.</p>	<p>Children can name parts of a plant and what it needs to grow as part of the current topic (linked to Jack and the Beanstalk). Children can grow their own bean plants and look after them. Children observe the plants and trees around them and how they change. Children are developing a good understanding of a lifecycle as part of the topic.</p> <p>Tulip, daffodil, bluebells, crocuses, snowdrops, dandelions, buttercups, daisy Plant, stem, leaf, roots, bulb, shoot, seed, growth flower, trunk, branches. life cycle, egg, caterpillar, chrysalis, cocoon, butterfly, water, food, air</p> <p>exploring plants and the parts of the plants, looking at lifecycles of plants, identifying plants.</p>	<p>children can describe an animal using some scientific vocabulary. Children have an understanding of some animal habitats and can describe them and who lives in them.</p> <p>Farm animals (Cow, sheep, pig, horse, duck, goose, alpaca and their yong calf, lamb, foal, duckling, gosling)</p> <p>Exploring animals and labelling them. Exploring what animals need to survive and how that changes depending on the environment they are in.</p>	<p>Children identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and paper. Children are beginning to understand what 're-cycle' means and why we should do it.</p> <p>Material, wood, plastic, glass, metal, paper, recyclable, hard, soft, rough, smooth, shiny</p> <p>Exploring the materials as a class – linked to objects in provision naming them. Sorting into what they are made of e.g. plastic/metal at tody up time. Exploring the properties of these materials through continuous provision and whole class inputs. Reading and investigating what recycling means and how we can recycle.</p>	<p>Children are confident at naming a range of animals and where they live (habitat) and can sort some animals into the country they live in. Children care for and look after animals and encourage others to do so. Children can compare animals and observe their changes (Lifecycles)</p> <p>Pond, garden, woodland, seaside, habitat, wild, wildlife, native, woodland, birds, (owl, duck), insects/bugs/ minibeasts (lacewing, ladybird, woodlouse, bee, wasp, spider, tarantula, earthworm, snail, millipede, butterfly, caterpillar, microhabitats,</p> <p>Identifying, observing and exploring British animals – in person, through books, videos etc.</p>
Past and Present						
People, Cultures and Communities	<ul style="list-style-type: none"> Talks in detail about features of own and immediate environment Find out about people who help us in school Recognise and show some understanding of simple similarities and differences Name members of their family Understands the role of different occupations Name different parts of the local community/ school 	<p>Talk about the lives of familiar people.</p> <p>Learn to use terms like 'in the past' or 'a long time ago' e.g. when talking about Christmas / Diwali stories.</p> <p>People, Culture and Communities.</p> <p>Talk about what they celebrate. Find out about Diwali and Christmas.</p> <p>The Natural World.</p>	<p>Talk about and compare (with present) images of objects/situations from the past e.g. class time line, stories etc.</p> <p>Chinese New Year, Mother's Day and Easter.</p> <p>Special places – a church and Mosque</p> <p>Visit to Morrisons supermarket to buy ingredients to make cakes for the ball.</p>	<p>Talk about and compare images from the past – link with Lidget Green/ Bradford in the past and book – When I was Little Like You.</p> <p>Walk in the local area to find out about Lidget Green. Follow simple maps. Talk about special places for their families.</p> <p>Talk about different environments/animals linked with</p>	<p>The growing story. Talk about their own history and how they have changed.</p> <p>Develop language related to time.</p> <p>People, Culture and Communities.</p> <p>Find out about how families celebrate Eid and compare and contrast with other festivals and celebrations studied this year.</p> <p>The Natural World.</p>	<p>Discuss Past, present and future through year and how they have grown and changed.</p> <p>Find out about the role of the vet and the farmer. Find out about lives in different countries - from stories , non-fiction texts and videos.</p> <p>Find out about how families celebrate Eid and compare and contrast with other festivals and celebrations studied this year.</p>

	<p>with support (home, house, school, Mosque, Church, shop, park)</p> <ul style="list-style-type: none"> Describe what places are like (here) Use simple geographical words to describe physical features seen in books and on pictures e.g. beach, wood, sea Begin to understand the use of globes and maps Draw a simple map or plan of their bedroom/classroom/school Understand and use some positional language Explore and make observations of different parts of the classroom/school grounds <p>Talks in detail about features of own and immediate environment. Find out about people who help us in school. Recognise and show some understanding of simple similarities and differences. Name members of their family. Understands the role of different occupations</p>		<p>Explore changes involved when cooking e.g. baking a cake for Cinderella's ball</p> <p>Explore magnetism.</p> <p>Seasonal changes – spring.</p>	<p>stories e.g. Lost and Found – Antarctica.</p> <p>Seasonal changes - winter?</p> <p>Explore freezing and melting.</p> <p>Explore floating and sinking.</p> <p>Explore pushes and pulls.</p> <p>Explore windy weather</p>	<p>Explore the natural world - growing seeds, hatching chicks, finding out about other animals that lay eggs.</p> <p>Seasonal changes – spring and summer.</p>	<p>Find out about animals and plants - link with visit to the farm, pets, sea creatures and Amazonian animals.</p> <p>Explore similarities and differences between contrasting environments - link with the farm, Amazon Rain forest and under the sea.</p> <p>Seasonal changes – summer.</p>
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<p>UTW</p> <p>RE</p>	<p>Throughout the year the children will learn about different celebrations and festivals. We will also work through the agreed school syllabus for R.E. They will learn about different religions, views and values through special places, books, people and objects and although through school visits to places of worship. R.E will be taught through stories and practical activities and children will explore religion through discussion points where they will have the chance to express their own feelings and experiences of religion. The subject 'R.E – Religious Education, links to the EYFS curriculum through PSED AND UTW.</p> <p>Religion, special, people, books, places, church, synagogue, worship, feelings, similar, different</p> <p>Children learning about a range of faiths and their similarities and differences. Children visiting places of worship. Children being immersed in festivals and religious celebrations.</p>
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<p>EA&D</p> <p>Being Imaginative</p>	<p>Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. Children will be able to recognise the work of famous artists and take inspiration from their work. Children will be able to express how they feel about the work of the artist they are studying. Children will work to create collaboratively, sharing ideas, resources and skills, as well as independently. Children will learn the skill of returning to and building on their work, refining ideas and developing their ability to represent them.</p>
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and Expressive and Creating with Materials

Artist studies:

EAD Mark making and drawing

EAD use of colour

David Hockney (Portrait Artist) Bradford



Inspiration: David Hockney Portrait of Mum 1985) portrait, self portrait, artist, sketch, paint, lines, shapes, face

Learn how to use the creative areas and create a reception book- This is How we...paint/ wear an apron, use painting tools. (In the creative area).This is how we use resources in the workshop area (glue, scissors, collages materials, junk modelling)

Use a variety of different materials and resources to create faces.

Learning how to grip a pencil and making marks through a range of shapes e.g. lines and circles. Children are giving meaning to marks they have made.

Drawing- Sketch a self-portrait with more than one colour with the features appropriately placed

Grip, pinch and flick, tight, loose, hand, lines, circles, shapes, copy, explain

Mark making area, Workshop and creative areas, modelling how to use equipment safely Sketch Drawings and paintings of themselves and their families.

Jackson Pollock (Collaborative work)



Jackson Pollock, abstract, colour, work, drink, together, collaborate, splatter, flick.

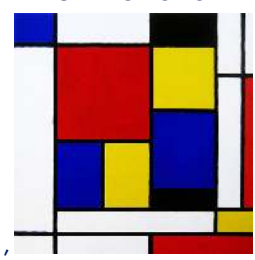
Exploration of Jackson Pollock through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.

(Skill) Observational drawings of conkers, autumn leaves, pumpkins linked to topic (dark and light). Begin to understand how to use shapes to represent objects.

Observe, copy, look, notice, shape, colour, lines, represent.

Mark making area, Workshop and creative areas, modelling how to use equipment safely, Pumpkins, leaves on Creative table, modelling observational skills.

Piet Mondrian



Piet Mondrian, primary colours, bold, squares, rectangles, thick lines, thin lines,

Exploration of Piet Mondrian, W through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.

(Skill) Convey emotions in their pictures/ drawing e.g. happiness, sadness. Draw with increasing complexity and detail e.g. adding eyes, nose, mouth to pictures.

Drawing: Sketh: a self-portrait with more than one colour with the features appropriately placed and detail added

Emotion, feeling, detail, features, circles, shapes, lines, colour

Mark making area, Workshop and creative areas, modelling how to use equipment safely, Modelling adding finer details, using the work of Miro.

Joan Miro



Shapes, drawing, squiggles, thin lines, pen, pencils, colours, doodles, symbols.

Exploration of Joam Miro through texts, videos, discussions and teacher demonstrations, children to recreate their artwork

(Skill) Continue with the development with observational drawing e.g. linked to Spring.

Drawing: Sketch: things that they have observed, or images

Observe, copy, look, notice, shape, colour, lines, represent, flower, daffodil.

Mark making area, Workshop and creative areas, modelling how to use equipment safely, Modelling observational skills and the use of colour. .

Andy Goldsworthy



English, photographer, sculpture, nature, natural, leaves, sand, ice, stone,

Exploration of Andy Goldsworthy through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.

(Skill) Continue with the development of observational drawing linked to the theme. Continue to develop the accuracy and detail in their drawing.

Drawing: Sketch things that they have observed with increasing detail with consideration to shape, size, colour and detail

Observe, copy, look, notice, shape, colour, lines, represent, flower, sunflower, Van Gogh.

Mark making area, Workshop and creative areas, modelling how to use equipment safely, Modelling observational skills, the use of colour and taking care and time.

Georgia O'Keeffe



Flowers, copy, colours, observe, shape, bright, bold, realistic, unusual, still life,

Exploration of Georgia O'Keeffe and Henri through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.

(Skill) Children discussing their work and the details used on their illustrations and showing lots of detail on these.

Detail, explain, thick, thin, colour, observe, notice, like, dislike, reason.

Mark making area, Workshop and creative areas, modelling how to use equipment safely, Modelling observational skills, the use of colour, adding finer detail and explaining your art work, questioning children about their work.

<p>EAD Use of paint</p>	<p>(Knowledge) Know the names of many colours and uses these in their work.</p> <p>Painting- Paint a self-portrait with more than one colour with the features appropriately placed</p> <p>Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark.</p> <p>Discussing colour names during play and discussions.</p>	<p>(Skill) Explore a range of colours and how colours can be changed e.g. colour mixing.</p> <p>Painting-Create new colour by independent mixing</p> <p>Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark.</p> <p>Paints available to children, modelling mixing colours, prompting children to identify dark and light colours in play and discussions.</p>	<p>(Skill) Explore the colour work of the artists studied this term. Purposely choosing a colour when creating.</p> <p>Wash background, water colour, water, paint, light, dark, bold, faint, Joan Miro, combine, mix.</p> <p>Modelling making a wash background, discussing use of colour and shape and light and dark colours.</p>	<p>(Skill) Exploring how to change colours through colour mixing and how white and black can change a colour.</p> <p>Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark, shades.</p> <p>Exploring black and white and how it can change a colour, a range of colours available on the painting table for children to explore.</p>	<p>(Skill) Exploring the colour work of Andy Goldsworthy – Nature.</p> <p>Colours, colour names, nature, outside, style, similar, Any Goldsworthy, leaves, grass, soil, mud.</p> <p>Using a colour chart and paint chart outside to identify colours.</p>	<p>(Skill) Planning ahead on which colours they will use and giving a purpose and reason for the colours they've used.</p> <p>Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark, purpose.</p> <p>Creative area with paints set up for children to access and colouring pencils and crayons, a range of art work examples.</p>
<p>EAD Printing</p>	<p>(Skill/Knowledge)</p> <p>Exploring the painting area within the setting, using the area independently or with support and using techniques of Artists studied this term.</p> <p>Paint, painting, colour, choice,</p> <p>Creative area, workshop area, paintbrushes in provision, exploration of David Hockney's work, teacher modelling of work. Usine water colour cakes.</p>	<p>Exploring the painting area within the setting, using the area independently or with support and using techniques of Artists studied this term.</p> <p>splatter, flick, Jackson Pollock.</p> <p>Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of Jackson Pollock's work, teacher modelling of work.</p>	<p>(Knowledge)</p> <p>Knowing pictures do not need to use multiple colours. Working on choosing particular colours for the painting they are creating.</p> <p>Painting: Paint a self-portrait with more than one colour with the features appropriately placed and detail added</p> <p>Paint, painting, colour, choice,</p> <p>Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of Modrian;s work, teacher modelling of work.</p>	<p>(Experience) Developing an understanding that there are different types of paint and that paint can be added to, to change its colour and consistency e.g. sand.</p> <p>Painting: Paint things that they have observed, or images</p> <p>Painting: Creates collaboratively, sharing ideas,</p> <p>Paint, painting, colour, choice, type, poster, ready mix, acrylic, powder, water colour, sand, glitter.</p> <p>Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of a range of media through modelling and then in provision.</p>	<p>(Skill) Children continuing to become more confident and independent when painting and using the skills and techniques they've been taught and seen through a range of artists.</p> <p>Paint, painting, colour, choice, mix, new, primary and secondary</p> <p>Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of mixing paints to make new colours.</p>	<p>(Skill) Children knowing what they want to paint and why using their imagination and feelings – they can explain why they've chosen their materials and how they may do it differently next time.</p> <p>Painting: Paint things that they have observed with increasing detail with consideration to shape, size, colour and detail. Use watercolour paints and more than one thickness of brush</p> <p>Paint, painting, colour, choice, inspiration, feeling, emotion, imagination, observation, evaluate, like, dislike, change, similar, different, improve, better.</p> <p>Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of a range of media.</p>
<p>EAD & Creating</p>	<p>(Experience/Skill) Children exploring printing through access to paint to print with their hands and fingers and knowing they are allowed to do this.</p> <p>Print, paint, choice, hands, feet, fingers, smudge, clear print.</p>	<p>(Skill) Children exploring printing tools – both natural and man made e.g. leaves and ear buds.</p> <p>Printing: Print with deliberate placement to create an image</p> <p>Print, paint, choice, smudge, clear print, objects, leaves, pine cones, flowers.</p>	<p>(Skill) Children being introduced to larger printing tools to be used indoors and outdoors.P</p> <p>rint, paint, choice, smudge, clear print, sponge, rollers, shapes, Mondrian, primary colours,</p> <p>Printing materials explored together as a class and on offer in</p>	<p>(Skill) Children exploring how patterns can be printed.</p> <p>Print, paint, choice, smudge, clear print, objects, patterns, environment, world, nature.</p> <p>Printing materials explored together as a class and on offer in provision. Exploration of natural materials – bring in from outside to</p>	<p>(Skill) Children printing using a range of media, independently printing patters including symmetrical patterns.</p> <p>Printing: Print with deliberate placement to create a pattern or image and describe the skills used using vocabulary (press, paint, paper, pattern)</p>	<p>(Skill) Children printing pictures using the skills and knowledge learnt throughout the year.</p> <p>Print, paint, choice, smudge, clear print, ideas, explain, reason, why.</p> <p>Printing materials in provision for children to use independently.</p>

<p>with Materials: Textiles</p>	<p>Printing materials explored together as a class and on offer in provision.</p> <p>(Understanding) Children exploring the available materials within their new setting.</p> <p>Materials, textures, fabric, play-dough, natural, soft, hard, bendy, rough, smooth.</p> <p>Exploration of a range of materials and their functions, creative areas.</p> <p>(Understanding) Children being shown the loose parts in the class and being shown how they can be used.</p> <ul style="list-style-type: none"> • Sculpture- To attach junk modelling items together and describe model • Sculpture: Use a combination of dough manipulation skills to create own models. <p>Transient art, loose parts, moveable, creation, colour, shape, patterns.</p> <p>Exploration of loose parts, modelling of how they can be used, images of ideas.</p> <p>(Skill) Children being shown how to scissors to make snips safely.</p> <p>Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper.</p> <p>Demonstration and discussions around scissor safety, modelling the use of scissors – open and close to make small snips in a</p>	<p>Printing materials explored together as a class and on offer in provision. Exploration of natural materials – bring in from outside to print.</p> <p>(Skill) Children being shown how to use junk modelling materials to build and construct models.</p> <p>Collage: Assemble prepared collage materials within a templated shape</p> <p>Materials, textures, junk, modelling, build, tower, structure, higher, lower, taller, shorter, stronger, sturdy, glue, sellotape.</p> <p>Junk modelling materials available in class, different functions of glue explored with class.</p> <p>(Skill) Children making models and creations for their own pleasure and for events and celebrations.</p> <p>Sculpture- To attach junk modelling items together and describe model</p> <p>Use a combination of dough manipulation skills to create own models.</p> <p>Celebrate, bunting, paper chains, joins, glue, paper, card.</p> <p>Reading stories about celebrations, exploring pre-made</p>	<p>provision. Mondrian's work explored together as a class.</p> <p>(Knowledge) Exploring different types of materials and what their properties and uses are.</p> <p>Printing: Print with deliberate placement to create a pattern</p> <p>Materials, textures, clothing, winter, warm, thick, soft, insulate, hot, cold, wool, cotton.</p> <p>Exploration of a range of materials and their functions, materials available in creative areas, winter clothing available outside to be explored with outdoors.</p> <p>(Skill) Children being shown how to use simple joins when using different materials to create</p> <p>Sculpture: .Create dough models independently</p> <p>Joins, materials, 3D, 3D work, sellotape, masking tape, sellotape, glue stick, stronger, hold.</p> <p>Exploration with the class of different ways to join materials and which is the best method for which material.</p> <p>(Skill) Children building confidence and skill in using scissors.</p> <p>Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, curved lines, copy, follow, trace.</p> <p>Demonstration and discussions around scissor safety, modelling</p>	<p>print. Teaching of repeating patterns</p> <p>(Skill) Learning what a collage is and how we can collage using different materials and which ones work best and look most effective.</p> <p>Materials, textures, collage, Eric Carle, play dough, flour,</p> <p>Collage exploration, collage materials available to class.</p> <p>(Skill) Children specifically using certain materials for their own ideas</p> <p>Sculpture: To attach junk modelling items together and explain choices of material when prompted</p> <p>Props, puppets, folding, technique, fan, book, material, feather headdress.</p> <p>Exploration of puppets, discussing and modelling ways to make puppets, looking at folding techniques together – modelling and giving children the materials to access, giving children a range of materials to access from.</p> <p>(Skill) Children building confidence and skill in using scissors</p> <p>collage: Assemble self-cut collage materials on templated shape</p> <p>Tools, cutting, scissors, care, safety, equipment, snips, small</p>	<p>Print, paint, choice, smudge, clear print, symmetry, the same, pattern, butterfly, shape, colour.</p> <p>Exploration of symmetry using a mirror, a line to repeat on each side, symmetrical butterfly printing explored and then left in provision.</p> <p>(Skill) Children being taught how to weave, looking at man-made weaving materials as well as natural weaving materials e.g. leaves with holes and dandelions.</p> <p>Sculpture/ Textiles: Assemble mixed collage materials including fabric to make own creations and describe</p> <p>Materials, textures, weaving, instructions, in and out, natural, manmade, pattern.</p> <p>Weaving demonstrated to the class, weaving materials available in provision,</p> <p>(Skill/Knowledge)</p> <p>Children exploring how natural resources can be manipulated to make 3d sculptures</p> <p>Sculpture: Assemble transient art objects to create an image.</p> <p>Natural art, nature, patterns, outdoors, Andy Goldsworthy, style, copy, similar.</p> <p>Going outside to see living art and nature, creating repeating patterns with nature, building with natural objects outdoors.</p> <p>(Skill) Children using scissors independently and safely.</p>	<p>(Skill) Children continuing to learn to weave and exploring weaving.</p> <p>Materials, textures, natural, leaves, thread, , weaving, in and out.</p> <p>Modelling and instructions on how to weave with links to how to sew.</p> <p>(Skill) Children having the skills and understanding to use a range of tools and materials to join, assemble and build models and 3D work.</p> <p>Sculpture: To create junk models and explain choices of materials. 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<p>3d modelling</p>	<p>(Understanding) Children exploring the available materials within their new setting.</p> <p>Materials, textures, fabric, play-dough, natural, soft, hard, bendy, rough, smooth.</p> <p>Exploration of a range of materials and their functions, creative areas.</p> <p>(Understanding) Children being shown the loose parts in the class and being shown how they can be used.</p> <ul style="list-style-type: none"> • Sculpture- To attach junk modelling items together and describe model • Sculpture: Use a combination of dough manipulation skills to create own models. <p>Transient art, loose parts, moveable, creation, colour, shape, patterns.</p> <p>Exploration of loose parts, modelling of how they can be used, images of ideas.</p> <p>(Skill) Children being shown how to scissors to make snips safely.</p> <p>Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper.</p> <p>Demonstration and discussions around scissor safety, modelling the use of scissors – open and close to make small snips in a</p>	<p>Printing materials explored together as a class and on offer in provision. 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Weekly singing lessons based on
'Sing Up'

sing up: I've got a grumpy face (3
weeks)

Musical storytelling:

Vocabulary: louder/ quieter,
faster/slower, higher/ lower,
timbre.

Sing up: The sorcerer's apprentice

(3 weeks)

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