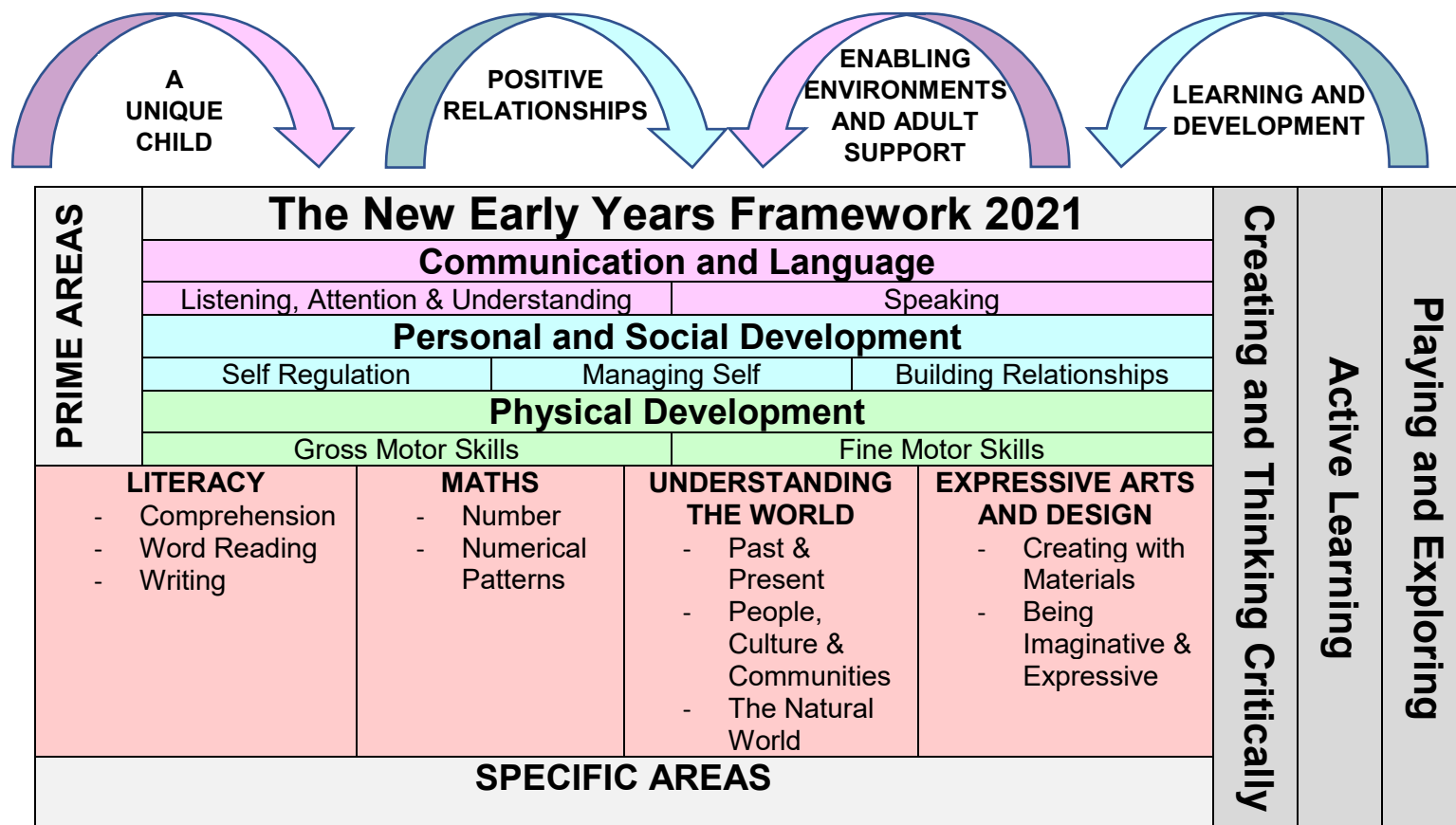


# Reception Long Term Plan 2021-2022

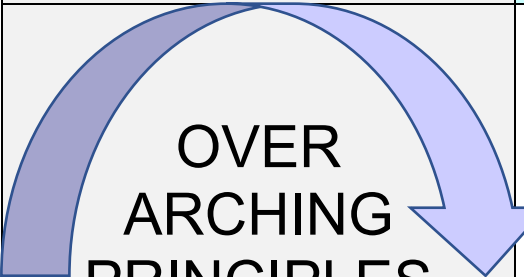


We understand and appreciate the importance of the outdoor environment including what our local area and community can offer. Our outdoor area is a continuation of our indoor provision and will be used at every opportunity. At Whiteleigh Primary School we provide our children with opportunities to develop their gross motor skills, to learn holistically, through play, experimentation and exploration whilst making friends, developing social skills and cultural capital. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and up to date. Communication is important to us and we greatly value the relationship we develop with parents throughout this vital year.”  
Whiteleigh Primary EYFS Team

“An integral aspect of the curriculum is that children are prepared for the future – during their time in our Early Years Department, they become the very best version of themselves. Their individual identity is valued and our children are kind and caring while also aspiring to be the best that they can be in whatever area they choose to pursue. We believe that every child is unique – they all have the potential to achieve; and our broad, varied curriculum allows every child to excel based upon their own personal strengths, interests and core values.”  
Whiteleigh Primary EYFS Team



## RECEPTION LONG TERM PLAN 2021-2022

	AUTUMN	SPRING	SUMMER
<p><b>GENERAL THEMES</b></p> <p>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision.</p>	<p><b><u>WELCOME TO MY WORLD</u></b></p> <p>Starting school/My New Class/ New Beginnings            Human Body – How have I changed?            Staying Healthy/Food            Me – What am I good at/What do I want to be?/My Family            Feelings and Emotions – How do I make others feel?            Being kind/staying safe            Autumn            Christmas – Nativity/Christmas Lists/Letters to Santa</p>	<p><b><u>GOODIES AND BADDIES</u></b></p> <p>Superheroes            People who Help us            Careers            Traditional/Fairy tales            Weather/Seasons            Winter            Planting Seeds            Plants and Flowers            Spring – New life            Easter - Story</p>	<p><b><u>THE GREAT OUTDOORS</u></b></p> <p>Life Cycles - minibeasts            The World – where do we live in the world/Where in the world have you been? Different countries - climate/animals/World Cup/How do I get there?            Summer – weather/holidays/clothes            Seaside – past and present</p>
<p><b>POSSIBLE TEXTS AND 'OLD FAVOURITES'</b></p>	<p>Autumn – Ailie Busby            Owl Babies            The Kissing Hand            The Colour Monster            The Colour Monster goes to School            Christmas Story/Nativity            Rama and Sita            (add more books in-families/culture)</p>	<p>Supertato            Jack and the Beanstalk            People who help us – fiction and non-fiction            The Three Little Pigs            Winter/Spring – Ailie Busy            The Tiny Seed            Oliver's Vegetables</p>	<p>The Very Hungry Caterpillar            The Way Back Home            P is for Passport            Stories about different countries            World Atlases</p>
<p><b>'WOW' MOMENTS/EXPERIENCES</b></p>	<p>Autumn Trail            Halloween            Bonfire Night            Remembrance Day            Diwali            Black History Month            Christmas            Posting a letter/card at the post office            Flying a kite they have made</p>	<p>Winter Welly Walk            Chinese New Year            Valentine's Day            Internet Safety day            Visit from Emergency Services            Mother's Day            Easter Egg Hunt            Growing fruit and vegetables and using them in cooking activities.            Watching a show at the theatre.</p>	<p>Spring Walk            Food tasting – different cultures            Map Work            Father's Day            Teddy Bears Picnic            Visiting the Beach or Dartmoor            Hatching Chicks</p>

	AUTUMN	SPRING	SUMMER
GENERAL THEMES	<b>WELCOME TO MY WORLD</b>	<b>GOODIES AND BADDIES</b>	<b>THE GREAT OUTDOORS</b>
 <p><b>OVER ARCHING PRINCIPLES</b></p>	<p><b>Unique Child</b> – Every child is unique and has the potential to be resilient, capable, confident and self assured.</p> <p><b>Positive Relationships</b> – Children flourish with warm, strong and positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are not alone – embrace each community.</p> <p><b>Enabling Environments</b> – Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development</b> – Children learn and develop at different rates. We must be aware of children who need greater support than others.</p> <p><b>PLAY: At Whiteleigh Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas and events that aim to engage and involve children for sustained periods. We believe Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting follows the underlying principles of child development; ‘Learning through PLAY’. Through PLAY children develop language skills, their emotions and creativity, social and intellectual skills. It is here they practise new ideas and skills, they take risks, show imagination and solve problems on their own or with others. The role that adults have is crucial. Adults provide time and space and appropriate resources that will inspire play and fire children’s imaginations. They observe play and join in when invited, watching and listening before intervening. They value play and provide safe but challenging environments that support and extend learning and development.</b></p>		
	<p><b>Characteristics of Effective Learning</b></p> <p><b>Playing and Exploring</b> – Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.</p> <p><b>Active Learning</b> – Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and Thinking Critically</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>		
 <p>Assemblies/Sharing Circles</p>	<p><b>British Values</b></p> <p>All the fundamental British Values are embedded implicitly in the EYFS particularly in PSED. In the EYFS at Whiteleigh Primary School we ensure that children remain the focus.</p> <p><b>Democracy</b> – everyone is treated equally and has equal rights, children take turns, share, collaborate and make decisions.</p> <p><b>Rule of Law</b> – children understand that rules matter, follow the class charter and they learn to manage their own feelings and behaviour.</p> <p><b>Individual Liberty</b> – children develop a positive sense of themselves developing self-esteem and confidence.</p> <p>Mutual respect and tolerance – to develop relationships with others respecting own culture and the cultures of others</p>		



# THE WHITLEIGH WAY

## Core principles

**Aspirations** – We want our children and staff to have high expectations of learning. Children are encouraged to aim high and to be open to possibilities at school and beyond.

**Oracy** – We want our children to speak with confidence and fluency in a range of situations. We believe that helping our children find their voice is important and will work to broaden their vocabulary and encourage talk in all areas of learning.

**Experiences** – Children cannot aspire to things they have never encountered. We will work to broaden our children’s horizons, expanding their knowledge of the world by providing them with rich, first hand learning experiences to take the curriculum beyond the classroom and develop their love of learning, independence and critical thinking.

	AUTUMN	SPRING	SUMMER
GENERAL THEMES	<b>WELCOME TO MY WORLD</b>	<b>GOODIES AND BADDIES</b>	<b>THE GREAT OUTDOORS</b>
ASSESSMENT OPPORTUNITIES	Analyse Nursery Assessments In-house – Baseline data on entry National Baseline data by end of term 1 Set up Tapestry & Target Tracker Ongoing assessments Baseline Analysis Pupil Progress Meetings Parents Evening Info EYFS Team Meetings In house Moderation Midterm Assessments	Moderation with other schools in the local area EYFS Team Meetings Internal Moderations Pupil Progress Meetings Parents Evening Info Target Tracker Data	Moderation with other schools in the local area EYFS Team Meetings Internal Moderations Pupil Progress Meetings Target Tracker Data EOY Data
PARENTAL INVOLVEMENT	Transition Meetings Staggered Start Parent Meetings Tapestry Online Journal Phonics/Reading Workshop Parents Evening Nativity Topic – Fantastic Finish	Tapestry Online Journal Maths Workshop Parents Evening Share a story afternoon? Topic – Fantastic Finish	Tapestry Online Journal Maths Workshop Share a story afternoon? Sports Day Parents Picnic? Topic – Fantastic Finish

	AUTUMN	SPRING	SUMMER
GENERAL THEMES	WELCOME TO MY WORLD	GOODIES AND BADDIES	THE GREAT OUTDOORS
<p><b>COMMUNICATION AND LANGUAGE</b></p> <p>Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in the setting.</p>	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back and forth interactions</b> from an early age from the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children’s language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of context</b>, will give children the opportunity to thrive. Through <b>conversation, story telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</p>		
<p>Whole EYFS Focus – C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, stories, singing, speech and language interventions, T4W actions, EYFS productions, assemblies and weekly interventions</p> <p><b>DAILY STORY TIME</b></p>	<p><b>Welcome to EYFS</b> Settling in activities Making friends Children talking about experiences that are familiar to them What are your interests/goals/dreams? Rhyming and alliteration Sharing facts about me! Model talk routines through the day e.g: when arriving in school – ‘Good Morning, how are you?’</p> <p><b>Tell me a story!</b> Develop Vocabulary Retelling stories Story language Listening and responding to stories Following instructions Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary . Use New vocabulary throughout the day.</p>	<p><b>Tell me why!</b> Using language well Ask’s how and why questions... Retell a story with story language Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p> <p><b>Talk it through!</b> Describe events in detail adding time connectives. Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: What colour is it? Where would you find it? Sustained focus when listening to a story.</p>	<p><b>What happened?</b> Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives.</p> <p><b>Time to share!</b> Show and tell Weekend News Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures for example places in different weather conditions and seasons.</p>

	AUTUMN	SPRING	SUMMER
GENERAL THEMES	WELCOME TO MY WORLD	GOODIES AND BADDIES	THE GREAT OUTDOORS

<p><b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b></p>	<p>Children’s personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b>, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b>.</p>		
<p><b>MANAGING SELF</b></p>	<p>New Beginnings See themselves as a valuable individual Being me in my world Class Charter – Rights and Responsibilities Supporting children to build relationships – constructive and respectful Dreams and Goals Getting on and Falling out Emotions How to deal with anger Self-Confidence</p>	<p>Looking after others Friendships Dreams and Goals Discuss why we take turns, wait politely, tidy up after ourselves. Relationships – what makes a good person/friend? Healthy me Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios.</p>	<p>Celebrating differences Learning about qualities and differences. Looking after pets/animals Looking after our planet Taking part in sports day – winning and losing Show resilience and perseverance in the face of a challenge. Look how far I’ve come!</p>
<p><b>BUILDING RELATIONSHIPS</b></p>	<p>Show an understanding of their own feelings and those of others, and begin to <b>regulate their behaviour accordingly</b>. Set and work towards simple goals, being able to wait for what they want and <b>control their immediate impulses when appropriate</b>. Give <b>focused attention to what the teacher says</b>, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p> <ul style="list-style-type: none"> <li>✓ Controlling own feelings and behaviour</li> <li>✓ Applying personalised strategies to return to a state of calm</li> <li>✓ Being able to curb impulsive behaviours</li> <li>✓ Being able to concentrate on a task</li> <li>✓ Being able to ignore distractions</li> <li>✓ Behaving in ways that are pro-social</li> <li>✓ Planning</li> <li>✓ Thinking before acting</li> <li>✓ Delaying gratification</li> <li>✓ Persisting in the face of difficulty</li> </ul> <p><i>“Self regulatory skills can be defined as the ability to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self control and reduce impulsivity. Activities typically include supporting in articulating their plans and learning strategies and reviewing what they have done” Education Endowment Foundation</i></p>		
<p><b>SELF-REGULATION</b></p>			

	AUTUMN		SPRING		SUMMER	
GENERAL THEMES	WELCOME TO MY WORLD		GOODIES AND BADDIES		THE GREAT OUTDOORS	
<p><b>PHYSICAL DEVELOPMENT</b></p> <p>Physical activity is vital in children’s all-round development, enabling them to <b>pursue happy, healthy and active lives</b>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child’s strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b>, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. <b>Fine motor control and precision helps with hand-eye co-ordination</b> which is later linked to <b>early literacy</b>. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b>.</p>						
<p><b>FINE MOTOR</b></p> <p>Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality) Provide extra help and guidance when needed.</p> <p><b>DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES</b></p>	<p>Threading, cutting, weaving, playdough , fine motor activities</p> <p>Squiggle whilst you Wiggle – Up and down movement – vertical and horizontal lines, arches, circles, figure of 8 and spirals. Dough Disco</p> <p>Hold pencil/paintbrush beyond whole hand grasp. Pencil grip.</p> <p>Develop muscles tone to put pencil pressure on paper. Teach and model correct letter formation.</p>		<p>Threading, cutting, weaving, playdough, fine motor activities</p> <p>Letter-join – introducing pre-cursive patterns Letter-join – easy letters and easy words Recognisable letters Button Clothing</p> <p>Cut along a straight line, wavy/zig zag lines Pencil grip</p>		<p>Threading, cutting, weaving, playdough, fine motor activities</p> <p>Letter-join – harder letters and harder words Letters are mostly correctly formed. Cut out shapes Pencil grip</p>	
<p><b>GROSS MOTOR</b></p> <p><b>DAILY OPPORTUNITIES FOR GROSS MOTOR ACTIVITIES – OUTDOOR AREA FREE FLOW</b></p>	<p><b>Balanceability</b></p>	<p><b>Real PE- Unit 1- Personal</b></p> <p>Focus: Coordination and Static Balance</p>	<p><b>Real PE- Unit 2- Social</b></p> <p>Focus: Dynamic Balance to Agility and Static Balance</p>	<p><b>Real Gym/Dance- Unit 2- Health and Fitness</b></p> <p>Focus: Flight Rotation</p>	<p><b>Real PE- Unit 3- Cognitive</b></p> <p>Focus: Dynamic Balance and Static Balance</p>	<p><b>Real PE- Unit 4- Creative</b></p> <p>Focus: Coordination and Counter Balance</p>

	AUTUMN	SPRING	SUMMER
GENERAL THEMES	<b>WELCOME TO MY WORLD</b>	<b>GOODIES AND BADDIES</b>	<b>THE GREAT OUTDOORS</b>
LITERACY	It is crucial for children to develop a <b>life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).		
COMPREHENSION – DEVELOPING A PASSION FOR READING  Children will visit the library weekly	<p style="text-align: center;">Daily story time  Guided Reading Sessions – developing prediction, inference and retrieval  Helicopter Stories – Making up stories themselves and acting their own stories out with their peers.  Retell stories using Actions and story maps.  Stories read linked to children’s interests.</p>		
WORD READING  As the year progresses children will be split into different groups based on their needs.	<p style="text-align: center;">Read, Write Inc programme  Children to read their Set 1 sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk</p> <p style="text-align: center;">Recap on set 1 special friends: th, ch, qu, ng, nk</p> <p style="text-align: center;">Children are taught to blend sounds into words orally.</p> <p style="text-align: center;">Children are taught to blend single-letter sounds</p>	<p style="text-align: center;">Read, Write Inc programme  Recap on set 1 special friends: th, ch, qu, ng, nk</p> <p style="text-align: center;">Secure blending of words with special friends.</p> <p style="text-align: center;">Recap on any set 1 sounds (addressing sound gaps).</p> <p style="text-align: center;">Secure blending on words containing all set 1 sounds</p> <p style="text-align: center;">Children to blend words containing 4/5 sounds and consonant blends</p> <p style="text-align: center;">Children to be exposed to some common exception words: put, the, l, no, of, my, for, he</p>	<p style="text-align: center;">Read, Write Inc programme  Children to read their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</p> <p style="text-align: center;">To recall previous common exception words and be exposed to new common exception words: your, said, you, be, are</p> <p style="text-align: center;">Children are taught to blend words containing set 2 sounds</p> <p style="text-align: center;">Children to build speed of reading words containing set 1 sounds.</p>
WRITING  TFW used as a stimulus across the year  Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.	<p style="text-align: center;">Developing a dominant hand  Developing a tripod grip  Giving meaning to their marks  Hearing and writing initial sounds  Labelling with initial sounds  Message Centre  Name Writing  Writing lists/cards</p>	<p style="text-align: center;">Writing CVC words  Labels using CVC. CVCC, CCVC words.  Beginning to write some of the tricky words such as l, to, the</p> <p style="text-align: center;">Writing short captions to match a picture.</p> <p style="text-align: center;">Beginning to write who/what doing sentences – Colourful Semantics</p> <p style="text-align: center;">Writing letters/posters</p>	<p style="text-align: center;">Writing sentences  Beginning to use finger spaces between words</p> <p style="text-align: center;">Writing postcards/signs</p> <p style="text-align: center;">Beginning to form capital letters.</p> <p style="text-align: center;">Writing simple stories/retell of a story.</p> <p style="text-align: center;">Using a range of tricky words in writing.</p> <p style="text-align: center;">Beginning to use full stops.</p>

	AUTUMN	SPRING	SUMMER		
GENERAL THEMES	WELCOME TO MY WORLD	GOODIES AND BADDIES	THE GREAT OUTDOORS		
<p><b>MATHS</b></p> <p><i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers”</i></p> <p><i>Shakuntala Devi</i></p> <p><i>(Mathematics Mastery)</i></p> <p>Use White Rose Maths/Numberblocks, Mathematics Learning Trajectories and NCETM Skill Progression Charts as a tool to support teaching and learning of maths</p>	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between them</b> and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and ten-frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning skills</b> across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, ‘<b>have a go</b>’, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p>				
	<p>Match Sort Compare amounts Compare size, mass and capacity Exploring pattern</p>	<p>Representing 1,2,3, Comparing 1,2,3 Incl - Circles and triangles, Composition 1,2,3 Representing numbers to 5 Shapes with 4 sides Positional language One more and one less Time – Night and day</p>	<p>Introducing Zero, Composition of 4 &amp; 5 Comparing numbers to 5 Comparing capacity and mass 6, 7 &amp; 8 Making pairs Combining 2 groups Length and height including time</p>	<p>9 &amp; 10 numbers to 10 Bonds to 10 3D shape including pattern</p>	<p>Building Numbers beyond 10 Counting patterns beyond 10 Match, Rotate, Manipulate Adding more Taking Away Compose and Decompose</p>

	AUTUMN	SPRING	SUMMER
GENERAL THEMES	WELCOME TO MY WORLD	GOODIES AND BADDIES	THE GREAT OUTDOORS
<b>UNDERSTANDING THE WORLD</b>	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society, such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>		
	<p>Identifying their family – comment on photos of their family, naming who they can see and what relation they are to them.</p> <p>Can talk about what they do with their family and where they have been with their family.</p> <p>Beginning to draw similarities and make comparisons with other families (Diversity)</p> <p>Navigate around our unit, school and outdoor area. (Environment, location, scale)</p> <p>birthday/Christmas celebrations. Diwali</p> <p>Listen out for and make note of children’s discussions between themselves regarding their experience of past (Similarity and Difference)</p> <p>Share photos of how Christmas used to be celebrated in the past (Similarity and difference, continuity and change)</p>	<p>Talk about what they did with their families at Christmas.</p> <p>Introduce children to different occupations.</p> <p>Stranger Danger linked to Jack and The Beanstalk – how to identify strangers that can help them when they are in need.</p> <p>Introduce children to a range of fictional characters and creatures from stories and begin to differentiate characters from real people in their lives.</p> <p>Share different cultures of famous fairy tales.</p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.(Environment, processes, change)</p> <p>Maps - Look at where they live, their local environment(Environment, location, scale)</p> <p>Changes in living things – weather/seasons (Environment, processes, change)</p> <p>Chinese New Year Easter</p> <p>Listen to stories and place in chronological order (Chronology)</p> <p>Goodies from the past – Florence Nightingale etc (cause and consequence, sources, similarity and difference)</p>	<p>What can we do here to take care of animals in the jungle? (Environment, location, sustainability)</p> <p>Compare animals from a jungle to those on a farm?(</p> <p>Explore a range of jungle animals. Learn their names and label their body parts.</p> <p>Nocturnal animals – making sense of habitat and different environments.</p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.(Environment, processes, change)</p> <p>After close observation, draw pictures of the natural world, including animals and plants.</p> <p>How can we take care of our world? – Recycling/Reuse (Environment, interaction, sustainability)</p> <p>Can children comment on weather/clothing?(Change)</p> <p>World maps</p> <p>Look at different countries(Location, scale)</p> <p>Queen’s Platinum Jubilee (sources, chronology, similarity and difference)</p>

		Emergency services in the past (cause and consequence, continuity and change, similarity and difference, sources)	
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## Geography Skills and Knowledge developed throughout the year

EYFS Geography Skills				
	Locational Knowledge	Geographical Skills and Fieldwork Begin to use geographical skills, including first-hand observation, to enhance their locational awareness	Place Knowledge	Manmade and Natural Geography
<b>Reception</b>	Describe my immediate, wider and global environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  Recall the area, city and country the school is located in.	<b>Select, compare and contrast</b> a range of data gathered through experiences of fieldwork.  <b>Describe</b> and communicate geographical information in a variety of ways e.g. maps and drawings.  <b>Categorise/Classify</b> and interpret a range of geographical information, including maps, diagrams, globes, photographs and geographical information systems such as Google Earth  <b>Observe, describe</b> and draw information from a range of maps and sources.  <b>Observe</b> aerial views sources and <b>describe</b> the building, open space, roads and other simple features.	<b>Compare and contrast</b> different places by <b>recalling</b> my experiences and what has been read in class.  <b>Describe</b> some similarities and differences between life in this country and life in other countries, <b>recalling</b> knowledge from stories, non-fiction texts and - when appropriate - maps	<b>Recall</b> the vocabulary needed to name specific features of the natural world, both natural and man made.  <b>Compare and contrast</b> the effect of changing seasons on the natural world around me.
EYFS Geography Knowledge				
	Locational Knowledge	Geographical Skills and Fieldwork	Place Knowledge	Manmade and Natural Geography
<b>Reception</b>	I know about the features of my own and local environment.  I know the name of the area, city and country the school is located in.  I know about the features of the world and Earth.	I know that aerial maps are taken from above like a birds-eye view and can comment on simple features.  I know how to use and draw information from a simple map  I know how to make simple maps of imaginary communities using a variety of construction resources.  I know that simple symbols are used to identify features on a map.	I know environments vary from one another.  I know about similarities and differences between places e.g. countryside and town - drawing on my experiences and what has been read in class.	I know that some things in the world are man-made, and some things are natural.  I know about the signs of seasons and the associated weather e.g. identify the differences and similarities between the seasons e.g. in the summer it gets hot and sunny; that I need to find the shady areas when outside and wear appropriate clothing, and in the winter, it is cold and may snow.

## History Skills and Knowledge developed throughout the year

EYFS History Skills				
	Changes within living memory	Events beyond living memory	The lives of significant individuals in the past	Significant historical events, people and places in their own locality
<b>Reception</b>	Sequence their own life-story and family's history.  Compare and contrast the ways they have changed.	Describe and compare and contrast images of familiar situations in the past e.g may include homes, transport, dinosaurs	Compare and contrast characters from stories, including figures from the past.	Identify some similarities and difference between things in the past and now, recalling their own experiences and what has been read in class e.g. may included Christmas, Great Fire

	Describe the changes that have happened within their family lifetime e.g. talking to grandparents about holidays etc	Sequence routines and past events.  Compare and contrast the lives of people in their local environment and their roles in society e.g. police and fire service.	Recall the past though settings, characters and events encountered in books read in class and story telling e.g may include Florence Nightingale	of London, Remembrance Day, Plymouth Hoe - Sir Francis Drake - Mayflower Steps.
<b>EYFS History Knowledge</b>				
	<b>Changes within living memory</b>	<b>Events beyond living memory</b>	<b>The lives of significant individuals in the past</b>	<b>Significant historical events, people and places in their own locality</b>
<b>Reception</b>	I know about my own life story and extended family's history.  I know how what I can do has changed.  I know about changes that have happened within my extended family.	I know about the lives of the people in my local environment and their roles in society.  I know about some familiar situations in the past.	I know about characters from stories, including figures from the past.  I know about the past through settings, characters and events encountered in books read in class and storytelling.	I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

### RE Skills and Knowledge developed throughout the year

<b>EYFS RE Skills</b>	
<b>Reception</b>	<p><b>Sequence and recall</b> some religious stories connected with celebrations e.g Easter</p> <p><b>Recognise</b> some religious words e.g about God</p> <p><b>Recall</b> stories, talking about what they say about the world, God, human beings</p> <p>Begin to <b>recognise</b> that for Christians, Muslims or Jews, these special things link to beliefs about God</p> <p><b>Compare and contrast</b> religious stories to connections with personal experiences</p> <p><b>Recall</b> occasions when things have happened in their lives that made them feel special</p> <p><b>Describe</b> what makes their family and friends special to them</p> <p><b>Describe</b> some of their own feelings in the stories they hear</p> <p><b>Recall</b> somewhere that is special to themselves, saying why</p> <p><b>Recall</b> a personal response to the natural world.</p>
<b>EYFS RE Knowledge</b>	
<b>Reception</b>	<p>I know some religious stories</p> <p>I know some religious words, e.g. about God</p> <p>I know some stories that talk about the world, God and human beings.</p> <p>I know that for Christians, Muslims or Jews, these special things link to beliefs about God</p> <p>I know what makes my family and friends special to me</p> <p>I know about my own feelings in the stories I hear</p> <p>I know about things I find interesting, puzzling or wonderful and also about my own experiences and feelings about the world</p> <p>I know about the wonders of the natural world, expressing my ideas and feelings</p> <p>I know what people do to destroy the world and what they do to look after the world</p> <p>I know somewhere that is special to me and say why it is a special place</p>

### Science Skills and Knowledge developed throughout the year

<b>EYFS Science Skills</b>				
	<b>Working Scientifically</b>	<b>Plants</b>	<b>Animals (including Humans) PSHE link</b>	<b>Everyday Materials</b>
<b>Reception</b>	<p><b>Compare and contrast</b> and ask questions about aspects of their familiar world such as the natural world, making observations and drawing pictures of animals and plants.</p> <p><b>Sequence and recall</b> why things happen and how things work</p>	<p><b>Sequence and recall</b> the key features of the life cycle of a plant.</p> <p><b>Compare and contrast</b> growth, decay and changes over time.</p>	<p><b>Sequence and recall</b> life cycles.</p> <p><b>Reason</b> why we need to respect and care for the natural environment and all living things.</p>	<p><b>Compare and contrast</b> similarities and differences in relation to materials.</p> <p><b>Categorise and select</b> the appropriate materials for a purpose.</p>

	<p><b>Compare and contrast</b> by looking at similarities, differences, patterns and change.</p> <p><b>Describe</b> and <b>sequence</b> some important processes and changes in the natural world around them, including the seasons and changing states of matter</p> <p><b>Reason</b> and <b>speculate</b> about different forces I can feel - gravity, push and pull toys</p>	<p><b>Categorise</b> similarities and differences in relation to living things.</p>	<p><b>Compare and contrast</b> the features of their own immediate environment and how environments might vary from one another.</p>	
<b>EYFS Science Knowledge</b>				
	<b>Working Scientifically</b> (also see <i>Geography</i> knowledge and skills document)	<b>Plants</b>	<b>Animals (including Humans) PSHE link</b>	<b>Everyday Materials</b>
<b>Reception</b>	<p>I know about aspects of my familiar world such as the natural world, making observations and drawing pictures</p> <p>I know and can talk about forces I can feel</p> <p>I know why things happen and how things work</p> <p>I know some similarities, differences, patterns and change in relation to people</p> <p>I know how to ask questions about the world the world through using my senses - feeling, hearing, seeing</p> <p>I know some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>I know how to care for growing plants.</p> <p>I know about the life cycle of a plant</p> <p>I know about growth, decay and changes over time</p> <p>I know some similarities and differences in relation to living things.</p>	<p>I know how to care for animals (trip)</p> <p>I know some of the features of my own immediate environment and how they might vary from one another (farm/zoo)</p> <p>I know about life cycle of a human</p> <p>I know I need to respect and care for the natural environment and all living things.</p> <p>I know which animals/dinosaurs are meat or plant eaters</p>	<p>I know some similarities and differences in relation to materials</p>

	AUTUMN	SPRING	SUMMER
GENERAL THEMES	WELCOME TO MY WORLD	GOODIES AND BADDIES	THE GREAT OUTDOORS
<b>EXPRESSIVE ARTS AND DESIGN</b>  Painting, 3D modelling, messy play, collage, cutting, drama, role-play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs, making instruments, percussion	The development of children’s artistic and cultural awareness supports <b>their imagination and creativity</b> . It is important that children have regular opportunities to <b>engage with the arts</b> , enabling them to explore and play with a wide <b>range of media and materials</b> . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b> . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.		
	Poster paints Mixing colours Firework pictures Printing Self portraits Join in with role play based on own experiences Exploring sounds and how they can be changed.	Powder paints Adding texture to paint Collage Role play occupations Use tools and techniques to assemble materials they are using to make superhero masks etc Making lanterns for Chinese New Year Chinese Music and Dancing	Pastel drawings of flowers/plants Artists from other countries Learn a traditional African song and dance and perform it. Children to use African instruments to create their own music Exploration of other countries – dressing up in different costumes Lighter/Darker colours

Children to produce a drawing each half term to show how fine motor skills and drawings have developed. Children to explain their work to others.	Familiar nursery rhymes and songs Make houses with different materials Listen to music and make own dances. Christmas Decorations Christmas Cards Divas Christmas Nativity/Songs	Mothers Day Cards/crafts	
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### Art and DT Skills and Knowledge developed throughout the year

EYFS Art and Design Skills						
	Mark-making and drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	Colour (painting, ink, pencils, crayon, pastels)	Texture (textiles, clay, sand, stone)	Form (3D work, clay, dough, boxes, paper sculpture)	Printing (found materials, fruit/veg, wood blocks, string)	Suggested artists
<b>Reception</b>	Children <b>select</b> a variety of drawing tools and use these to draw with increasing complexity and detail.	Children develop their colour-mixing techniques. They <b>select</b> the colours they need to enable them to match the colours they see and want to represent. They <b>compare and contrast</b> colours, for example lighter and darker shades of the same colour.	Children <b>compare and contrast</b> different textures. They <b>reason and speculate</b> why different textures are used for different purposes.	Children <b>select</b> a range of materials to construct with. They <b>explain</b> what they want to make and <b>speculate</b> about any problems that might arise and how these could be solved. Children <b>evaluate</b> their finished product.	Children <b>select</b> different resources to print for a purpose and <b>explain</b> why they have chosen that resource.	Van Gogh, Monet, Kandinsky, Henri Matisse
EYFS Art and Design Knowledge						
	Mark-making and drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	Colour (painting, ink, pencils, crayon, pastels)	Texture (textiles, clay, sand, stone)	Form (3D work, clay, dough, boxes, paper sculpture)	Printing (found materials, fruit/veg, wood blocks, string)	Suggested artists
<b>Reception</b>	I know how to use a range of drawing tools to create increasingly detailed drawings.	I know how to select the correct colour/s to match the colour/s that I want to represent. I know how to alter the shade of a colour.	I know the difference between textures and can select the correct texture for a particular purpose.	I know how to use a range of tools and equipment to create a planned outcome.	I know which resource to use when printing for a purpose and can explain my reasons.	Van Gogh, Monet, Kandinsky, Henri Matisse

### Music Skills and Knowledge developed throughout the year

EYFS Music Skills					
	Listening	Improvising and Composing	Playing tuned and untuned instruments	Pulse and Rhythm	Singing
<b>Reception</b>	Children <b>categorise and compare and contrast</b> the sounds that they hear.	Children <b>identify</b> ways that sounds can be changed. (E.g. volume)	Children <b>demonstrate understanding</b> about the ways that different instruments can be used to create sound.	Children <b>identify</b> ways that the pulse and tempo can be changed.	Children sing in a group or on their own and begin to be able to <b>identify</b> and match the pitch/melody of a song.
EYFS Music Knowledge					
	Listening	Improvising and Composing	Playing tuned and untuned instruments	Pulse and Rhythm	Singing
<b>Reception</b>	I know the differences between the sounds that I hear.	I know how to change sounds.	I know how to use different instruments to create sound.	I know that the pulse and tempo can be	I know how to sing a range of songs and am beginning to match the pitch and melody of a song.