



Reception Class Long Term Overview 2026/2027



School Vision – Pupils are accepted and loved. They understand their worth and potential as life-long learners and as a child of God.

Vision Rooted in Scripture – “Train up a child in the way he should go; even when he is old he will not depart from it.” **Proverbs 22:6**

School Motto – Growing together in our love of God learning and life.



This is an overview of the predicted topics and themes that will be taught in Reception class during the academic year of 2026/2027.

These themes may be adapted at various points of the year to follow the children's interests. In addition, EYFS outdoor learning is based on the children's interests and needs. It also develops the seven areas of learning and the characteristic of effective learning. Frequent analysis will identify specific curriculum areas in need of targeted support. Enhancements will be added according to this need.

To know more and remember more

To provide relevant opportunities

To have a love of learning

To feel happy

Communication and Language

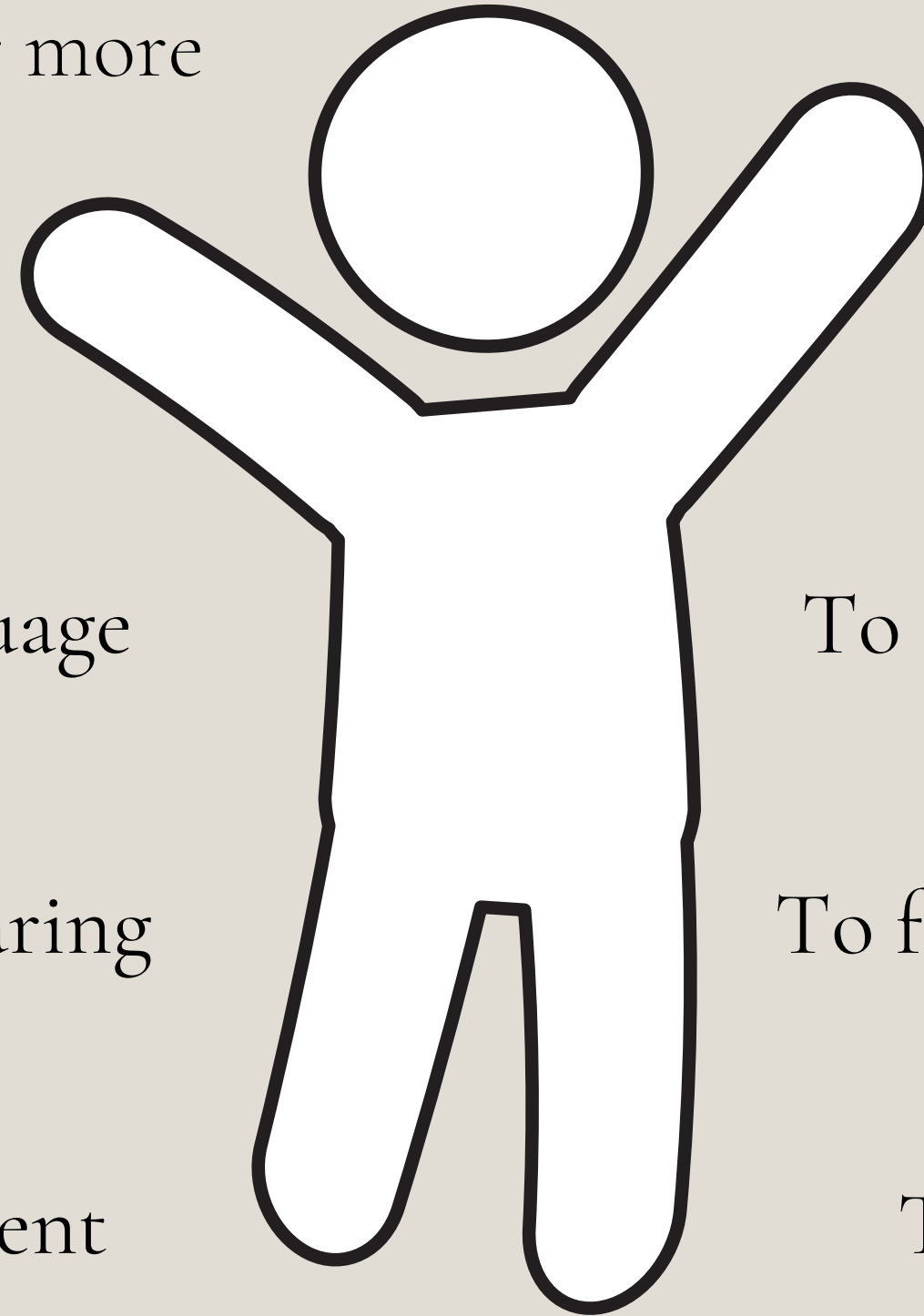
To show initiative

To be caring

To feel confident

To be independent

To feel capable



TRUST | LOVE | COURAGE | RESPECT | PERSEVERANCE

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Themes</u>	Me and my World	Sparkle and Shine	Hot and Cold	Growing	Adventures in Accrington	Ticket to Ride
<u>Characteristics of Effective Learning (COEL)</u>	Play and exploring: 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. Active learning: 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. Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
<u>Over Arching Principles</u>	Unique Child: Every child is unique and has the potential to be resilient, capable, confident, and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments: 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. Learning and Development: Children develop and learn at different stages (not in different ways as it stated 2017). We must be aware of children who need greater support than others. Play: At St Nicholas, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli, and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of ‘Learning through play. Play is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals, and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.’. EYFS Team We will ensure that all children learn and develop well and are kept healthy and safe at all times.					

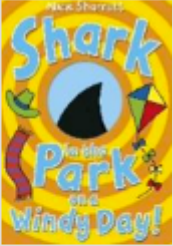
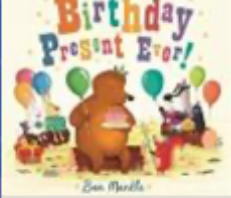
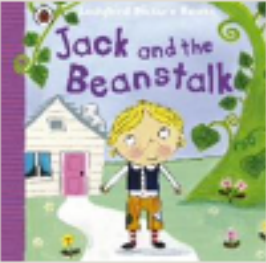
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>British Values</u>	<u>Respect/ Diversity/ Rule of Law</u> Respect - We value respect by showing good behaviour and polite manners. Diversity - We value diversity by respecting everyone’s differences.	<u>Mutual Respect Kindness and Diversity</u> Responsibility - We value our responsibility within our community. Kindness – We value kindness as it helps us to build friendships.	<u>Effort and Honesty</u> Effort - We value effort as it shows our determination to succeed. Honesty - We value honesty by always telling the truth and taking responsibility for our actions.	<u>Loyalty and Forgiveness</u> Loyalty - We value loyalty because it means we can trust and depend on each other. Forgiveness - We value forgiveness as it shows strength of character.	<u>Determination and Teamwork</u> Determination - We value determination so we can tackle difficulties in school and in life. Teamwork - We value team work as together we learn.	<u>Courage</u> Courage - We value courage as taking risks helps us to become confident people.
<u>School values</u> These are the themes that are linked to collective worship every half term.	<u>Generosity</u> “It is more blessed to give than to receive” Acts 20:35	<u>Compassion</u> “Be kind and compassionate to one another” Ephesians 4:32	<u>Courage</u> “Be strong and courageous” Joshua 1:9	<u>Forgiveness</u> “Forgive as the Lord forgave you” Colossians 3:13	<u>Friendship</u> “A friend loves at all times” Proverbs 17:17	<u>Respect</u> “Do to others as you would have then do to you” Luke 6:31

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Topic/ Lines of Enquiry</u>	<u>Who am I?</u> Starting school. My new class. New beginnings. People who help us. My family (past and present). PSED focus – relationships and feelings. What am I good at?	<u>Sparkle and Shine (Celebrations and Festivals)</u> Exploring different celebrations and cultures- Bonfire night, Diwali (Autumn 1), Harvest, Christmas, Weddings, and Birthdays.	<u>On a Winters Day</u> Weather and seasonal change Weather/Seasons Hot and Cold Countries – Science exploration.	<u>How do things grow?</u> Planting seeds and taking care of them and watch them grow. Explore habitats/life cycles of animal, humans, and plants.	<u>Let’s go on an Adventure!</u> Changes in Accrington over the last 100 years. Explore map work. DT focus – making different models of transport using Reggio material, different joining materials. Evaluate and improve designs.	<u>Look at our World.</u> The global community that we are a part of. Living things, communities and climate are different around the world. Water changes – freezing and melting and floating and sinking.
<u>Celebrations</u>	Autumn Harvest Halloween	Bonfire Night Diwali Remembrance Day Children in Need Christmas	New Year Winter Valentines Day Chinese New Year Pancake Day Ramadan	World Book Day Mother's Day Spring Eid Al-Fitr Easter	Eid Al-Adha	Father's Day End of year picnic celebration Summer Sport's Day

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Additional Lines of Enquiry</u>	Map work – tracking back from a walk on the school grounds – forest school. Past and present experiences. Changes in seasons – noticing signs of Autumn.	Other celebrations – different cultures. Bonfire night – keeping safe. The Christmas Story Weddings	Snowdrop. Walk/mapping where they are in forest school. Snowflake dance. Painting in the snow. Colour mixing cold colours/ Winter art – using wax crayons and watercolours. Making characters from core text – using recycled materials/ - how can the penguin travel? Make a form of toy/game using cardboard/ recycled materials etc. Winter collages. Chinese role play. Chinese dragon dance. Chinese dragon song. Chinese music and sounds. Ramadan and Eid. Crescent Moons and pointed minarets.	Shadow artwork – linked to UTW. Using different materials and media for lifecycles. Dance/ drama based on germinating plant. Using natural materials to create pictures. Making beanstalks – DT focus – plan and evaluate. Butterfly paintings. Life cycle of a butterfly – watch it grow. Mother’s Day cards.	DT focus – plan and evaluate – recreate baby bears chair – design and evaluate. Dance/ drama based on traditional tales	Freezing and melting and floating and sinking experiment. Map work – using Google Street view to view living things, communities, and climate around the world. Father’s Day cards

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>‘Wow’ moments/ Enrichments</u>	Walk around the school grounds/ forest school – noticing immediate environment. Visit from a police officer/fire fighter/paramedic/dentist. Visit the fire station. Pumpkin carving.	Guy Fawkes/ Bonfire night – making firework art. Diwali – Diya lamps. Remembrance Day – making poppies. Christmas decorations - Christmas cards, baubles Visit to the local church at Advent. Christmas party.	New Year Chinese New Year - Chinese dragon dancing. Chinese drumming. Chinese decorations. Pancake day - make pancakes. Making Ramadan and Eid decorations.	Plant sunflowers. Mother’s Day – making cards. World book day. Easter – egg decorating, cards. Easter egg hunt. Easter chocolate cornflakes. Watch a butterfly grow.	Visit Gatty Park – making journey sticks. Making Eid decorations. Making Eid cards. Nursery rhymes sing along for parents/carers.	End of year picnic celebration. Meet our new teacher. Post a post card to someone around the world. End of year trip. Sports Day.

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Assessment Opportunities</u>	In house – Baseline data on entry National Baseline data on entry Phonics assessments EYFS Cluster meetings	On-going assessments. Pupil progress meetings EYFS Cluster meetings Local Authority - End of term assessments Phonics assessments Parents evening Reports	On-going assessments Phonics assessments EYFS Cluster meetings	On-going assessments Local Authority - End of term assessments Phonics assessments EYFS Cluster meetings Pupil progress meetings Parents evening Reports	On-going assessments Phonics assessments EYFS Cluster meetings	On-going assessments Phonics assessments EYFS Cluster meetings Pupil progress meetings End of Year data submit to the Local Authority. Parents evening End of year reports
<u>Parental Involvement</u>	Open door policy. Family Photos. Weekly newsletter Teachers 2 parents - communication channel Meet the teacher. Stay and play session.	Nativity Parents evening Open door policy Weekly newsletter Teachers 2 parents - communication channel Phonics workshop	Open door policy Weekly newsletter Teachers 2 parents - communication channel	Parents evening Open door policy Weekly newsletter Teachers 2 parents - communication channel Chat, play and read session for parents/carers.	Reading workshop Open door policy Weekly newsletter Teachers 2 parents - communication channel Nursery rhymes sing along session for parents/carers.	End of year family picnic Open door policy Pre-school visit Welcome new children. Nursery phone calls/visits New starter evening – parents

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Core Texts</u> A bank of familiar texts/ traditional tales will be read daily to the children at story time. This will enable them to orally re-tell popular texts and stories independently.	<u>Fiction:</u> Shark in the park, Shark in the park on a windy day, Mrs Blackhat, The Colour Monster, Funnybones  <u>Non-Fiction:</u> Name writing Shopping lists Sign writing Captions and Labels Initial and middle sounds in words	<u>Fiction:</u> The best birthday/ Christmas present ever, Chapatti Moon, Penguin’s Christmas Book, Kippers Birthday  Retelling stories Writing CVC words <u>Non-Fiction:</u> Guy Fawkes Instructions for a Christmas craft Instructions for making a potion. Writing their wishes for the New Year Letter writing – Father Christmas Name writing Captions and labels Sequencing event	<u>Fiction:</u> Jack Frost, Snowball, One Snowy Night, The Winter Hedgehog, The Rainy Day  Introduce exciting adjectives. Simple sentence writing <u>Non-Fiction:</u> New Year Weather Report Captions Rhyming words	<u>Fiction:</u> Jack and the Beanstalk, What the Ladybird Heard.  Creating own story maps and write short sentences to accompany. Speech bubbles Character descriptions Sentence writing <u>Non-Fiction:</u> Writing captions and labels Rhyming sentences Writing Bug descriptions Writing own non – Fiction books about ducks	<u>Fiction:</u> The Gingerbread Man, Goldilocks and the Three Bears  Creating Own story maps Speech bubbles Lists and labels sentence writing with and as a conjunction <u>Non Fiction:</u> Writing animal descriptions Phase words	<u>Fiction:</u> Handa's Surprise, Oi! Get off our Train, Naughty Bus, Mr Gumpy's Outing  Re-writing a story Creating own characters  <u>Non Fiction:</u> Re- writing sections of a story Making posters Writing wanted posters for a pirate List writing

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Supplementary Texts</u>	Leaf Man, Starting School, Welcome to my world, My World, Your World, All about Families, All kinds of Families, We are Family, The Colour Monster, Silly Billy, My Map Book 	Diwali, Welcome to our world, You Were the First, There's a House Inside my Mummy. 	Goodbye Autumn, Hello Winter/ Snowstorm, Penguin on holiday, Penguin's big adventure, once upon a snowstorm. 	Jack and the Jelly Beanstalk, Little Frogs Tadpole Trouble, Frog Lifecycle, 5 Little Speckled Frogs, Oi Frog 	You Choose Fairy Tales, Biscuit Bear 	A First Book of Geography, My Granny Went to market, The Koala Who Could, Lost and Found, Rumble in the Jungle. 
<u>Diversity Texts</u> To be read throughout the year during story time sessions.	<u>BAME Main characters:</u> So Much Shine Astro Girl Lulu's first day Baby goes to the market. Mommy saying Full, full, full of love 15 things not to do with a Puppy. Jabari jumps Izzy Gizmo Little people big dreams books	<u>Cultural Diversity:</u> The big book of families Shine Astro Girl Lulu's first day Baby goes to the market. Mommy saying	<u>Neurodiversity:</u> We're all wonders. Perfectly Normal Incredible you I see things differently. Mr Gorski, I think I have the wiggle fidgets. Because What makes me a me? The Unbudgeable curmudgeon	<u>Physical Disabilities:</u> Its ok to be different. When Charlie met Emma Only one you Don't call me special. Happy to be me. Millie gets her super ears	<u>Different Families:</u> My pirate mum. My two grandads The girl with two dads. We are family. More people to love me. Our class is a family. Love makes a family. Heather has two mummies	

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Knowledge and Concepts</u>	Baseline Sense of belonging Routines and relationships Personal attributes Families Understanding own culture in immediate environment	Diwali – link to dance/ music – EAD Birthdays – link to music Link all celebrations topic to pieces of music – dance. Christmas song Using role-play to act out different scenes. Past and present – birthdays- what could you do as a baby? What can you do now?	Notice changes in season and signs of Winter EAD – Winter art, mixing colours/ ice cubes Looking at polar animals/ animals in hotter climates Looking after animals in Winter – bird feeders	Easter Easter Story – Christianity. Notice seasonal change – Winter to Spring Life cycles: bees, butterflies, frogs Planting seeds and observational drawings, planting of plants/flowers, junk model animals Growth songs – ‘a tiny seed was sleeping’. Number songs Using instruments to create sounds. Sand and Water/Wet and Dry Mud Kitchen Animal sounds Farm songs and dances.	Park visits – mapping our route. Notice seasonal change – Spring to Summer.	Toys/Games past and present Where in the world shall we go? Looking at toys/games from the past – that we used to play with. Marine life/keeping our oceans clean. ·Explore Pirates
<u>Cultural Capital</u>	Recognise that people have different beliefs and celebrate special times in different ways. <u>Composer of the month:</u> September - Mussorgsku October - Britten Art links - Andy Goldsworthy	Diversity Exploration. Exposure to 'the arts' e.g. dance, drama, and music. <u>Composer of the month:</u> November - Elgar December - Tchaikovsky Art links - Kandinsky	Exploring different cultures Different ways of life in different countries. <u>Composer of the month:</u> January - John Adams February - Hyden Art links - JW Turner - Snowstorm.	Exploration of alternative environments - Forest School. <u>Composer of the month:</u> March - Mozart April - Stravinsky Art links - Gustav Klimt - flower garden Van Gough - Irises	Visit to the part focussing on map skills. <u>Composer of the month:</u> May - Vivaldi June - Camille St	Explore games/toys in different countries. Art links - Andy Warhol

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Prime Areas of Development:</u>						
<u>Physical Development</u>						
Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy, and active lives. Gross and Fine Motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination, and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination, and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine Motor control and precision helps with hand-eye co-ordination, which is later linked to early Literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts, and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control, and confidence.						
<u>Fine Motor:</u> Continuously check the children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Daily opportunities for Fine Motor activities	Threading, cutting, weaving and play dough. Fine Motor activities Manipulate objects with good Fine Motor skills. Draw lines and circles using Gross large motor movements. Holding pencil and a paintbrush beyond whole hand grasp. Pencil grip Taking shoes off and putting them on.	Threading, cutting, weaving and play dough. Fine Motor activities Develop muscle tone to put pencil pressure on paper. Use tools to effect chances to materials. Show preference for dominant hand. Engage children in instructed activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving and play dough. Fine Motor activities Begin to form letters correctly. Handle tools, objects, construction, and malleable materials with increasing control. Encourage children to draw freely. Holding small items – buttons, clothing, zips Cutting with scissors.	Threading, cutting, weaving and play dough. Fine Motor activities Hold pencil effectively with comfortable grip. Forms recognisable letters most correctly formed.	Threading, cutting, weaving and play dough. Fine Motor activities Develop pencil grip and letter formation continually. Use one hand consistently for Fine Motor tasks. Cut along a straight line with scissors and start to cut along a curved line like a circle.	Threading, cutting, weaving and play dough. Fine Motor activities Form letters correctly Cut a shape out using scissors. Begin to draw diagonal lines, like in a triangle. Start to colour inside the lines of a picture. Draw pictures that are recognisable. Build things with smaller linking blocks, such as Duplo or Lego.

<u>Gross Motor:</u>	<u>Get Set 4 PE - Introduction to PE:</u> <u>Know how to:</u> Balance Different ways of moving Awareness of space Travelling with confidence Refining fundamental skills Speed adjustment	<u>Get Set 4 PE - Fundamentals:</u> <u>Know how to:</u> Balance Running, jumping, and hopping Changing direction Travelling Stay safe using space. Work independently and with a partner.	<u>Get Set 4 PE - Ball Skills</u> <u>Know how to:</u> Rolling and receiving a ball Throwing to a target Bouncing and catching Dribbling with feet and kicking a ball.	<u>Get Set 4 PE - Games:</u> <u>Know how to:</u> Ball skills – throwing, catching, kicking, pass, strike. Throw/aim with control using different sized balls. Follow the rules of a game.	<u>Get Set 4 PE - Dance:</u> <u>Know how to:</u> Move energetically. Copy basic actions and movements. Move to music. Negotiate space. Perform teacher led warmups. Create movement in response to music	<u>Get Set 4 PE - Gymnastics:</u> <u>Know how to:</u> Balance Core muscle and strength Jumping and landing Awareness of space Copy a simple sequence. Travel with confidence Use equipment safely. Move fluently. Body shape, position, and movement.
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Continuous and Enhanced Provision:

Cooperation games e.g., parachute games, climbing – outdoor equipment. Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting. Crates play- climbing, provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams, and carts are all good options - Development Matters.

Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing. Progress towards a more fluent style of moving, with developing control and grace.

Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.

Develop their Fine motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination, and agility.

Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
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Personal, Social, and Emotional Development (PSED):

Children’s Personal, Social, and Emotional Development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm, and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate, and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.

<u>Managing Self</u> <u>Self- Regulation</u> <u>Making Relationships</u>	<u>SCARF: Me and My Relationships</u> All about me What makes me special? Me and my special people Who can help me? (self-regulation) Me and my feelings 1 & 2 (naming different feelings, thinking about how to feel with ‘not so good feelings’, know some self-care techniques) Know that some actions and words can hurt other feelings. Oral hygiene: teeth cleaning, handwashing, using the toilet independently. Putting their coat on independently Class rules: Behavioural expectations in the class/boundaries set.	<u>SCARF: Valuing Difference</u> I’m special, you’re special. Same and different Same and different families Same and different homes I am caring. I am a friend. I know what it means to be respectful and to be treated with respect. Sharing, take turns and listening to others, build conversations, ask for help, share activities, respect the viewpoint of others. Understand the feelings of others and their own.	<u>SCARF: Keeping Safe</u> What’s safe to go onto my body? Keeping myself safe – What’s safe to go into my body (including medicine) Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe. Independence – putting own socks and shoes on. Asks for help. Take care of their own belongings. Take care of the belongings of others and class resources.	<u>SCARF: Rights and Respect</u> Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1) – recognising, spending, using Looking after money (2) – saving money and keeping it safe. Make choices, communicate what they need, listen to others, recall experiences, initiate an apology when appropriate.	<u>SCARF: Being My Best</u> Bouncing back when things go wrong (resilience). Yes, I can (confidence and resilience). Healthy eating My healthy mind Move your body. A good night’s sleep. Make choices, work with others, change and adapt their behaviour in response to different situations.	<u>SCARF: Growing and Changing</u> Seasons Life stages- plants, animals, humans Life stages – Human life stage – who will I be? Where do babies come from? Getting bigger Me and my body – girls and boys Transition into Year 1 Year 1 readiness.
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	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Communication and Language (CAL):</u> The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling, and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.						
Talk to parents about what language the children speak at home, try, and learn a few key words and celebrate multilingualism in your setting. Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Talk Reception actions, EYFS productions, Interventions. Daily story time using high quality texts.	<u>Welcome to EYFS:</u> Settling in activities Making friends Children talking about experiences that are familiar to them. What are your passions / goals / dreams? About family routines and special occasions Show an interest in the lives of other people. Follow instructions (settling in, putting my things away) Develop vocabulary: Word aware. Wellcomm intervention Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”)	<u>Tell me a story:</u> Develop vocabulary: Word aware. Wellcomm interventions Discovering Passions Tell me a story - retelling stories: Talk Reception Story language Listening and responding to stories Remember key points from a story. Following instructions Takes part in discussion. Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary. Discuss familiar celebrations.	<u>Tell me why:</u> Develop vocabulary: Word aware. Wellcomm intervention Ask’s how and why questions. Retell a story with story language. Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events (Chinese New Year) Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems, and songs.	<u>Explain to me:</u> Wellcomm intervention Word Aware: explore vocabulary. Reciting poems and songs. Tell me a story - retelling stories: Talk Reception. Articulate a life cycle. Listen to and engage in and talk about selected non- fiction texts. Articulate my ideas and thoughts into well-formed sentences. Ask questions to find out more. Recount an experience.	<u>Rhyme time:</u> Wellcomm intervention Word Aware: Explore Vocabulary Learn and recite, poems and songs. Rhyme/rhyming sentences I can continue a rhyming string. Re-tell a story or a fairytale. Describe events in some detail: frog life cycle.	<u>Tell me about differences:</u> Wellcomm intervention Word Aware: Explore Vocabulary Talk about similarities and differences between things in the past and now (transport). Talk about the experiences I have had at different points in the school year (end of year video).

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<u>Specific Areas of Development:</u>						
<u>Literacy:</u> It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems, and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar words (decoding), and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).						
<u>Communications</u>	To know how to talk about events and characters in a story read to me. To join in with rhymes and stories. To know how to fill in missing words from well-known rhymes. To show preference for a book, song, or rhyme.		To know how to use words that I know to check my reading makes sense. To know how to demonstrate understanding when talking about what I have read. To repeat words or phrases to check my reading. To show interest and answer simple questions about the text.		To say what I like and do not like about a text. To know how to say rhymes by heart. To sometimes notice errors. To begin to notice if my reading makes sense and looks right. To anticipate key events in stories (ELG) To demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG) To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play (ELG)	

<u>Reading</u>		To link most sounds to letters To segment and blend words orally. To recognise words that rhyme To begin to blend and segment in order to read VC and CVC words. To begin to match spoken word to written word (1 to 1 correspondence) across 2-3 lines of print. To read some Phase 2 words including some tricky words To show interest and answer simple questions about the text.		To locate and recall the title. To read with 1-1 correspondence. To read and understand simple sentences. To use phonic knowledge to read and decode regular words. To read all Phase 2 words To read some of Phase 3 words To read some common irregular words (Phase2/3) To link all sounds to letters To make my reading sound like talking, putting words together To solve simple words by blending sounds and check what read makes sense and sounds right. To check my reading makes sense. To demonstrate understanding when talking about what I have read. To repeat words or phrases to check my reading.		To use familiar words and phonemes to help me read and blend sounds in unfamiliar words. To read phase 3 words (decodable and tricky) To follow print with my eyes relying less on finger pointing To begin to take note of punctuation e.g., pause at full stop. To re-read books showing increased accuracy and fluency To begin to notice if my reading makes sense and looks right. To think about what I already know to help me with my reading. To say what I like and do not like about a text. To say rhymes by heart. To sometimes notice errors	
<u>Phonics</u>	<u>Little Wandle:</u> <u>Phase 2:</u> Week 1 – s, a, t, p Week 2 – i, n, m, d Week 3 – g, o, c, k Week 4 – ck, e, u, r Week 5 – h, b, f, l <u>Tricky Words:</u> is, I, the	<u>Little Wandle:</u> <u>Phase 2:</u> Week 1 – ff, ll, ss, j Week 2 – v, w, x, y Week 3 – z, zz, qu, words with s s added at the end (hats, sits), ch Week 4 – sh, th, ng, nk 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) <u>Tricky Words:</u> put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be	<u>Little Wandle:</u> <u>Phase 3:</u> Week 1 – ai, ee, igh, oa Week 2 – oo, oo, ar, or Week 3 – ur, ow, oi, ear Week 4 – air, er, words with double letters: dd, mm, tt, bb, rr, gg, pp, ff Week 5 – longer words <u>Tricky Words:</u> was, you, they, my, by, all, are, sure, pure	<u>Little Wandle:</u> <u>Phase 3:</u> 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 the end z <u>Tricky Words:</u> Review all taught so far, secure spelling.	<u>Little Wandle:</u> <u>Phase 4:</u> Week 1 – short vowels CVCC Week 2 – short vowels CVCC CCVC Week 3 – short vowels CCVCC, CCCVC, CCCVCC, longer words Week 4 – longer words, compound words Week 5 – root words ending in: -ing, -ed t , -ed id ed , -est <u>Tricky Words:</u> said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today	<u>Little Wandle:</u> <u>Phase 4:</u> 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 -s z , Phase 4 words ending -es, longer words Week 4 – root word ending in: -ing, -ed t , -ed id ed , -ed d Week 5 - Root word ending in: -er, -est, longer words <u>Tricky Words:</u> Review all taught so far, secure spelling.	

<u>Writing:</u> Talk Reception used as stimulus across the year. Texts may change due to children’s interests.	<u>Texts as a stimulus:</u> Shark in the Park The Colour Monster Leaf Man Mrs Blackhat Shark in the Park on a Windy Day I know how to identify or write 10+ graphemes on hearing corresponding phonemes. I know how to hear and say the initial sounds in words. I know how to blend and segment words orally. I begin to know how to write phase 2 words. I know how to make a good attempt to write my first name.	<u>Texts as a stimulus:</u> The Birthday Present Ever Kippers Birthday Chappati Moon Penguins Christmas Book I know how to correctly form most of the 10+ lower case letters. I begin to know how to use a tripod grasp. I know how to say a clause to complete a sentence that is said aloud e.g. ‘When we went to the beach today...we ate ice-cream, it was hot. I know how to write from left to right across the page. My writing will usually need mediation. I know that a full stop comes at the end of a sentence.	<u>Texts as a stimulus:</u> Snowballs Jack Frost One Snowy Night The Winter Hedgehog The Rainy Day I know how to write 20+ graphemes on hearing the corresponding phonemes. I know how to segment and make plausible attempts at spelling some CVC words. I begin to use phonic knowledge to write simple regular words. I know how to write most phase 2 words. I know how to write my first name. I know how to form correctly about 15-20 lower case letters. I begin to know how to use finger spaces to separate words.	<u>Texts as a stimulus:</u> Jack and the Beanstalk What the ladybird heard I know how to form a few capital letters correctly. I mostly know how to use a tripod grasp. I know how to make up my own phrase or short sentence to express my thoughts aloud about stories, my paintings or drawings, or my own experiences. I know how to attempt to write short sentences, captions, lists and labels. My writing may still need mediation. I sometimes know how to use full stops at the end of sentences.	<u>Texts as a stimulus:</u> Biscuit Bear Goldilocks and the Three Bears The Gingerbread Man I know how to identify or write 40+ graphemes on hearing the corresponding phonemes. I know how to spell words with consonant clusters and simple digraphs (e.g., frig, hand, see, chop, storm, splash) I know how to write my first name with the correct letter sizes and a capital letter at the start. I know how to write recognisable letters, most of which are correctly formed (ELG). I know how to form some capital letters correctly. I know how to hold a pencil comfortably and correctly using a tripod grasp.	<u>Texts as a stimulus:</u> Handa’s surprise Oi! Get off out Train! Naughty Bus Mr Grumpy’s Outing I know how to retain and write down a sentence that I have orally rehearsed. I know how to write simple phrases and sentences that can be read by others (ELG) My writing can be understood without mediation. I know how to start to use full stops and capital letters in the right places. I mostly know how to use finger spaces to separate words. I know how to spell words by identifying sounds in them and representing the sounds with a letter or letters. (ELG) I know how to write some irregular common words e.g., Phase 2 words and some Phase 3 (e.g., I, the, he, said, of).
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	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Mathematics:</u> Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the pattern within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and ten frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their special reasoning skills across all areas of mathematics including shape, space, and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and to not be afraid to make mistakes.						
“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers” – Shakuntala Devi	<u>White Rose Education:</u> Getting to know you Match, sort and compare. Talk about measure and patterns	<u>White Rose Education:</u> It’s me 1,2,3 Circles and triangles 1,2,3,4,5 Shapes with 4 sides	<u>White Rose Education:</u> Alive in 5 Mass and capacity. Growing 6,7,8 Length, height, and time	<u>White Rose Education:</u> Length, height, and time Building 9 and 10 Explore 3D shapes.	<u>White Rose Education:</u> Top 20 and beyond How many now? Manipulate, compose, and decompose. Sharing and grouping	<u>White Rose Education:</u> Sharing and grouping Visualise, build, and map. Make connections. Consolidation.

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Understanding the World</u> Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses, and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes, and poems will foster their understanding of our culturally, socially, technologically, and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.						
History Links	Know and discuss past events in their own life and or in the lives of family members (Set up ‘Our Learning Journey display & roadway of our learning) Know about some of the experiences they have had at different points in the school year.	Know about characters from stories including figures from the past (e.g.: Guy Fawkes) Know some facts about events or people from the past that they recall from stories they have read/heard. Know how to compare and comment on images of familiar situations in the past particularly in the books they have read/heard. Know and talk about significant events from their own experience with increased vocabulary.	Know about some of the experiences they have had at different points in the school year: timeline. Know and understand some important processes and changes in the natural world around them, including the seasons (winter). Makes observations through drawing pictures of the natural world, including animals and plants. Explore the natural world around them. (Observe and interact with natural processes, such as ice melting, a sound causing a vibration, an object casting a shadow, a magnet attracting an object - non-contact forces (gravity and magnetism) and a boat floating on water.) Explains what their five senses are. Names and orders seasons.	Know how to talk about some of the things I have observed such as plants (name them and describe them), animals, natural and found objects: growing beanstalks, ducks.Know how to draw picture of plants.Know and talk about different life cycles – farm animals, and plants - understanding of growth, decay, and changes over time: growing plants. Know what a plant needs to grow and survive. Know and understand some important processes and changes in the natural world around them, including the seasons (spring).I can explain what the 5 senses are. Make links to the weather and the seasonal features.	Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Fieldwork – distance – Making Linear Maps using journey sticks, to remind children of their journeys. Compare the local area with London and another Country. Recognise some environments that are different to the one in which they live. Describe what I can see, hear, and feel, whilst outside. Understand the effect of changing seasons on the natural world around them, discussing when and how things grow.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (toys and games). Know when an image represents a familiar situation in the past. Know about some of the experiences they have had at different points in the school year. Know how to talk about ways in which I can look after my environment (litter/pollution) Look at the difference between toys/games in this country and Kenya and the Antarctic Know that countries might be different from each other. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and where appropriate maps.
Geography Links	Know the names of people who are familiar to them and can describe their role. Know how they have changed since they were born. Know how to sequence some events in their lives. Know and talk about past events in own life and experience. Know about and discuss past events in their own life and/or in the lives of family members (magical me).	Can say what plants need to survive. Explores and talks about forces (push and pull). Observes and interacts with natural processes e.g., light travelling through transparent material.				

Science links (Know and understand some important processes and changes in the natural world around them including the seasons: covered every term)	Know about similarities and differences between themselves and others. Know when an image represents a familiar situation in the past (old household items). Know and name body parts. Draw pictures of animals and humans. Able to identify the weather and record it. Can name their 5 senses. Seasonal Changes- Understand the effect of changing seasons on the natural world around them. Describe what they can see, hear, and feel when outside. Know that information can be drawn from a simple map (classroom map) and draw a simple map and know about places in and around school. Know about places in and around school.	Know that Google Earth can be used to explore and have looked for familiar landmarks (London: Guy Fawkes) Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know that we live in Lancashire – Accrington - Know that we live in England. Know how to use everyday language to talk about position and distance (maths too) Know about the features of their own immediate environment at a simple level.	Know there are lots of countries in the world that are all different (China) similarities and differences: google Earth. Know how familiar environments might vary from one another. Know and discuss their local environment: Maps of local area Comparing places on Google Earth – how are they similar/different?	Maps of our school/looking on Google Earth: features of local environment, maps of local area comparing places on Google Earth: how are they similar/different? Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Know that the seasons change and the differences between them e.g.: cold in winter, warmer in summer.		Know how human actions impact on the environment. Know and understand some important processes and changes in the natural world around them, including the seasons (Summer) Talk about differences between materials and changes they notice. Understands the need to respect and care for the natural environment and all living things.
Disciplinary Concepts	Similarities and differences	Significant Individual	Chronology		Similarities and differences	Similarities and differences
Substantive Concepts	Childhood	Jobs and Lifestyles	Childhood		Civilisation	Childhood
History Vocabulary	Autumn: The past, the present, parents, grandparents, great grandparents, long ago, old, lifetime, the future, materials.	Autumn: Map, school, classroom, playground, office, hall, next to, zebra crossing, traffic lights, near, far, town, city, country.	Spring: The past, the present, parents, grandparents, great grandparents, long ago, old, lifetime, the future, now, today, month, week.	Spring: Country, different, same, map, far away, village, map, place, near, same, different		Summer: Journey, route, distance, map, city, country, environment, different, same, litter, pollution.
Geography Vocabulary				Summer: The past, the present, parents, grandparents, great grandparents, long ago, old, lifetime, the future, materials, plastic, metal, now, today, month, week.		

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Religious Education (RE):</u>						
Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.	<u>Questful:</u> <u>Why are we all different and special?</u> Give children an understanding that they are unique and special. Christians believe that they are loved, valued, and made by God. Link to World Faiths: Islam <u>Why do people of faith say thank you to God at Harvest time?</u> Give children an understanding of why Christians say thank you to God at Harvest time and talk about him being a creator. Link to World Faiths: None	<u>Questful:</u> <u>How do you celebrate special times?</u> Develop children’s understanding of special/holy times. Increasing their knowledge of the ways special times are celebrated, remembered and the reasons why. Begin to develop children’s knowledge of the festivals celebrated by people of faith. Link to World Faiths: Islam, Sikhism, Hinduism, Judaism <u>How do Christians celebrate Jesus’ birthday?</u> Explore the Nativity story in a variety of ways and ensure children know that Christmas is the celebration of Jesus’s birth. Link to World Faiths: Hinduism	<u>Questful:</u> <u>Special People:</u> Give children an opportunity to explore Christian values through their own actions and the actions of others. Highlight the role of significant/special people in children’s lives. Emphasise the ways in which Jesus was a special person. Link to World Faiths: Buddhism, Islam, Sikhism <u>Which stories did Jesus Hear when he was a child?</u> Introduce children to stories of the Old Testament and understand that Jesus would have heard these stories as he was growing up. Link to World Faiths: None	<u>Questful:</u> <u>Why do Christians believe that Easter is all about love?</u> Explore the events of Easter through a variety of multi-sensory experiences ensuring that pupils know that for Christians it is a celebration of Jesus’ death and resurrection. Enable children to begin to understand that Christians believe that Jesus died because he loves us and that he came back to life to save us and mend the relationship with God that was broken at the Fall. (God’s Big Story). Link to World Faiths: None	<u>Questful:</u> <u>What makes a place holy or special?</u> Begin to develop children’s understanding of a place being considered as a special/holy place where believers go to worship. Link to World Faiths: Islam, Hinduism <u>Friendship:</u> Explore the meaning of friendship, how we make friends and why friends are important. Know about Jesus making friends, how he made friends and who he chose. Link to World Faiths: None	<u>Questful:</u> <u>Why did Jesus tell stories?</u> Explore the stories that Jesus told and know that he told them to teach us about God. Link to World Faiths: None <u>Prayer:</u> Start children on their journey towards understanding what prayer is and the different ways people of faith talk to God. <u>How do you celebrate special times?</u> Introduce children to the story of Pentecost and God as Holy Spirit. Link to World Faiths: Buddhism, Islam, Judaism

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Expressive, Arts and Design (EAD):</u> The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear, and participate in is crucial for developing their understanding, self-expression, vocabulary, and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to, and observe. Give children an insight into new musical worlds. Invite musicians in to play music to play to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.						
Painting 3D modelling, messy play, collage, cutting, drama, role-play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.	<u>Drawing (including colour, pattern, texture, line, form, space, and shape):</u> Know how to draw a picture of a person with definite, clear features and body parts Know that I can use lines to enclose a space and then begin to use these shapes to represent objects. Know how to draw to communicate and express ideas and feelings (Pablo Picasso) Know and securely demonstrate a range of gross motor movements which underpin the mechanics of drawing. Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function (DT) modelling using the workshop resources.	<u>Painting:</u> Know how to produce a piece of artwork using an artist style as a stimulus (Cai Guo Qiang) Firework painting. Know how to select colour for a purpose (firework paintings). Begin to know how mixing colours can change a colour (fireworks, night sky colours). Know how to use a variety of tools when painting e.g., brush, sponges, fingers, hands, sticks, rollers. Know how to use a rolling pin to alter the appearance of malleable materials (DT).	<u>The work of artists/designers:</u> Know how to produce a piece of artwork using an artist style as a stimulus (Renoir) To know about a famous artist and my likes and dislikes. Know how to explore, use, and refine a variety of artistic effects to express my ideas and feelings. Know the different techniques for joining materials, such as using tape, glue (DT) making a character with moving parts linked to topic books.	<u>Sculptures/3D form:</u> Know how to produce a piece of artwork using an artist’s style as a stimulus (Anna- Collette Hunt). Know how to effectively and safely use simple tools to change materials. Know how to manipulate materials to create a desired outcome (clay mini beasts) Know how to choose the right resources to carry out a task/plan (DT) set out a range of resources for them to make their own minibeast.	<u>Printing:</u> Know how to experiment with print using paint and objects (natural objects). Know different effects can be made from the way which you use the medium (e.g., wax crayon for rubbing) Mini beast habitats for rubbing. Know that some food is healthy, and some food is not (DT) - Done through SCARF. Know how to follow basic hygiene rules (DT) – Done through SCARF.	<u>Collage:</u> Know how to combine media to make a collage (sea scene). Know how to select, cut, assemble, tear, stick and collage different materials (making toys/games). Share their creations, explaining the processes they have used. Begin to know how a product moves (DT) making a moving toy/game. Beginning to know how to build on previous learning, refining ideas and developing the ability to represent them (DT).

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Music:</u> The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear, and participate in is crucial for developing their understanding, self-expression, vocabulary, and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to, and observe. Give children an insight into new musical worlds. Invite musicians in to play music to play to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.						
Work will be displayed in the classroom. Lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work, interests, and passions.	<u>Charanga: ME</u> <u>Main Songs:</u> Pat – a – cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers <u>Knowledge and Skills:</u> Copy-clap the rhythm of names. Explore high sounds and low sounds using voices and glockenspiels.	<u>Charanga: My Stories</u> <u>Main Songs:</u> I’m a Little Teapot The Grand Old Duke of York Ring O’ Roses Hickory Dickory Dock Not Too Difficult The ABC Song <u>Knowledge and Skills:</u> Copy-clap the rhythm of small phrases from the songs. Explore high pitch and low pitch in the context of the songs. Invent a pattern to go with a song using one note.	<u>Charanga: Everyone</u> <u>Main Songs:</u> Wind The Bobbin Up Rock- a – bye Baby Five Little Monkeys Twinkle Twinkle If You’re Happy and You Know it Head, Shoulders, Knees, and Toes <u>Knowledge and Skills:</u> Copy-clap some rhythms of phrases from the songs. Explore high pitch and low pitch in the context of the songs. Using the starting note to explore melodic patterns using one or two notes.	<u>Charanga: Our World</u> <u>Main Songs:</u> Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels on the Bus The Hokey Cokey <u>Knowledge and Skills:</u> Copy-clap some rhythms of phrases from the songs. Explore high pitch and low pitch using the images from the songs. Using the starting note to explore melodic patterns using one or two notes.	<u>Charanga: Big Bear Funk</u> <u>Main Songs:</u> Big Bear Funk <u>Knowledge and Skills:</u> Copy-clap 3- or 4-word phrases from the song. Keep the beat of the song with a pitched note. Add pitched notes to the rhythm of the words or phrases in the song. Enjoy playing patterns using a combination of any of the three notes C, D and E.	<u>Charanga: Reflect, Rewind and Replay.</u> <u>Main Songs:</u> Big Bear Funk Baa, Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat <u>Knowledge and Skills:</u> Copy-clap 3- or 4-word phrases from the song. Keep the beat of the song with a pitched note. Add pitched notes to the rhythm of the words or phrases in the song. Enjoy playing patterns using a combination of any of the three notes C, D and E.

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Computing:</u> It is important in the Early Years Foundation Stage to give children a broad, play-based experience of computing in a range of contexts, including outdoor play. Computing is not just about computers; it can be problem solving with unplugged activities. Early Years learning environments should feature computing scenarios based on experience in the real world, such as in role play. Children gain confidence, control, and language skills through opportunities to ‘paint’ on the whiteboard or drive a remote-controlled toy. Outdoor exploration is an important aspect, supported by computational toys. Recording devices can support children to develop their communication skills. <u>Our aim is that children leave St Nicholas:</u> Having had their lesson brought to life through ICT. As responsible digital citizens who can make the most of opportunities presented by the changing digital world. Thinking about the safe use of the internet before accessing online material and know who to turn to for help when needed. Being able to confidently debug and solve problems.						
	<u>Privacy and Security</u> Settling in	<u>Online Reputation</u> Introduction to Algorithms Unplugged activities.	<u>Safer Internet Day</u> JIT Paint Using an iPad, the children will learn to paint a picture based on their topics.	<u>Copyright and Ownership</u> Bee Bots Algorithms Children program Bee Bots around a map they’ve designed.	<u>Managing Information Online</u> JIT Paint and write Children develop their skills by painting a picture and writing words to describe the images.	<u>Managing Information Online</u> Data handling Pictograms

<u>Learning Outcomes</u>	I can follow simple instructions I can give specific instructions to a partner using directional language.	I can follow simple instructions I can give specific instructions to a partner using directional language.	I can manipulate the tools to paint and create an image. I know how to start a new project and press the undo button to correct mistakes I can increase or decrease the size of the clipart I can use my imagination to create a simple setting and a new image. I can talk about my work.	I have begun to learn what each button means. I understand that each instruction must be cleared. I can direct Bee Bots to avoid obstacles.	I can paint a picture. I can write captions / sentences to describe the images.	To create a pictogram. Collect data about their favourite toys using JIT pictograms. Manipulate the software tool to count accurately.
<u>Vocublary_</u>	Up, down, on, under.	Instruction, directional, left, right, up, down.	Log on, tool, clipart, increase, decrease, undo, image, click, iPad.	Instruction, clear, up, down, left, right, Bee Bot.	Text, size, image, undo, redo.	Pictogram, more, less, count.
<u>Resources</u>		Unplugged activities Work to put into the PSHE floor book.	https://www.J2e.com/jit5#write iPad	Bee Bot	https://www.J2e.com/jit5#write iPad	https://www.j2e.com/jit#pictogram

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	Privacy and Security	Online Reputation	Safer Internet Day	Copyright and Ownership	Managing Information Online	Managing Information Online

<u>EYFS</u>	<u>Skills</u>
Online Reputation	I can identify ways that I can put information on the internet.
Managing Information Online	I can talk about how I can use the internet to find things out. I can identify devices I could use to access information on the internet.
Privacy and Security	I can identify some simple examples of my personal information (e.g., name, address, birthday, age, location). I can describe the people I can trust and can share this with; I can explain why I can trust them.
Copyright and Ownership	I know that work I create belongs to me. I can name my work so that others know it belongs to me.
NC Objectives	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Spanish:</u>				Greetings Lesson 1 and 2.		Nursery Rhymes 1 and 2.
<u>Learning Outcome:</u>				Lesson 1 - In this lesson pupils will be introduced to some very basic greetings in the foreign language to allow for a simple, short exchange by the end of the lesson. Lesson 2 - In this lesson pupils will consolidate the greetings taught in the previous lesson and progress to learning how to say ‘my name is...’ in the foreign language.		Lesson 1 - In this lesson pupils will start to explore the patterns and sounds of language through the familiar nursery rhyme ‘Twinkle, Twinkle Little Star’ in the foreign language. Lesson 2 - In this lesson pupils will continue to explore the patterns and sounds of language through the familiar nursery rhyme ‘The Little Chicks’ in the foreign language.

Early Learning Goals – for the end of the year – Holistic/ best fit Judgement!

<u>Communication and Language</u>	<u>Personal, Social, Emotional Development</u>	<u>Physical Development</u>	<u>Literacy</u>	<u>Maths</u>	<u>Understanding the World</u>	<u>Expressive Arts and Design</u>
<u>ELG: Listening, Attention and Understanding.</u> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <u>ELG: Speaking</u> Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses, and making use of conjunctions, with modelling and support from their teacher.	<u>ELG: Self – Regulation</u> Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <u>ELG: Managing Self</u> Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Managing their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. <u>ELG: Building Relationships</u> Work and play co-operatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to other’s needs.	<u>ELG: Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and co-ordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. <u>ELG: Fine Motor Skills</u> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.	<u>ELG: Comprehension</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play. <u>ELG: Word Reading</u> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <u>ELG: Writing</u> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	<u>ELG: Number</u> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without references to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts. <u>ELG: Numerical Patterns</u> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	<u>ELG: Past and Present</u> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>ELG: People, Culture and Communities</u> Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps. <u>ELG: The Natural World</u> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	<u>ELG: Creating with Materials</u> Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. <u>ELG: Being Imaginative and Expressive</u> Invent, adapt, and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and when appropriate, try to move in time with music.