

	Ashwater EYFS – Long term plan - Reception					
	Autumn		Spring		Summer	
Federation Topic	<b>What a journey!</b> All about me- Superheroes/People who help us / Festivals		<b>It's a Mystery!</b> The mystery of Light & Dark The mystery of Space		<b>Our wider world!</b> Our wider world - how things grow Our wider world – travel to a rainforest	
General themes <i>These themes may be adapted at various points to allow for children's interests to flow through the provision</i>	<b>All About me!</b> Starting school / my new class / New Beginnings Superheroes What am I good at? How do I make others feel? Being kind / staying safe Traditional Tales - Little Red Hen	<b>People of help us/ Festivals</b> Harvest /sukkot People who help us: police/dentist. How do I look after my teeth? The Nativity Christmas performance Carols around the tree	<b>Light &amp; Dark</b> Sources of light, reflection, shadows, How does light warn of danger? Hibernation: hedgehogs Nocturnal and Diurnal animals	<b>Space</b> Planet names and facts about them. Does the moon shine? Who was Neil Armstrong? How did people first travel into space?	<b>How things grow!</b> Plants and flowers Planting of beans/seeds How do we grow? Chronology of people – baby to adult. Weather & seasons Life cycle of a plant.	<b>Travel to a rainforest!</b> Where in the world shall we go? Where is a rainforest? Send me a postcard! What is a rainforest? Why is it special? Rainforest animals
Federation Deep Dive	<b>UW: History:</b> Development of chronology e.g. to sequence from old to new.		<b>UW: Science:</b> Working Scientifically – to show continued development of a whole school approach to investigation.  <b>UW:</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.		<b>UW: RE:</b> Element 1 Devon-and-Torbay-Agreed-Syllabus. Making sense of beliefs through the power of story.  <b>UW: DT:</b> Design, Make, Evaluate.	
Federation Writing Focus	NARRATIVE: The Christmas Story produce final piece for moderation. RECOUNT: Linked to history topic POETRY: Harvest poem (Sukkot)		INFORMAL LETTER WRITING: Writing to a pupil from our link city school. Produce a final written piece for moderation. Non- chronological Report – Space book		NARRATIVE: 1 <sup>st</sup> Person Story - based on Eddies garden PERSUASSIVE LEAFLET: to design a leaflet Following our Federation Visit.	
Pupil Entitlement Enrichment	Autumn walk International Harvest Fes tivals/Carnivals e.g. Sukkot and UK Harvest. Try food from other cultures e.g. Sukkot Birthdays Wild tribe: traditional tales	Bonfire night Visit by a dental nurse – How can I look after my teeth? Remembrance day Diwali Children in Need day	Valentine day Patron saint day Federation: Use letter writing to make links with a city school. Wild tribe: Map skills	Occasions – Chinese New Year, Shrove Tuesday, World Book day Easter parade / assembly with community, in village hall.	Queens Jubilee celebration Wheelie day Wild tribe: Making joins and structures.	Sports Day Visit to Exeter – TBC Travelling on a train – TBC End of term concert

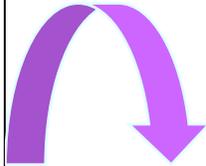


### Characteristics of Effective Learning:

**Playing 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.



OVER ARCHING  
PRINCIPALS

**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 rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

*PLAY: At Ashwater, 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.*

***We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.***

<p><b>Our values</b></p> 	<p>We want our children to reach their potential academically whilst here at Ashwater. Our School motto 'Aim high, be resilient and take care of each other' has relationships at the heart of what we do, as we believe that we develop relationships by being Resilient, Resourceful, Reflective and Respectful. Our values are not just laminated on classroom walls, they are embedded through everything we do. We want our children to leave us as active learners, creative and critical thinkers with a thirst for knowledge. Although planned, we are aware that our children are in different places and progress at different rates.</p>					
	<p><b>Taking care of each other</b></p> <p>Working together: learning together, from each other and with each other. Being respectful</p>		<p><b>Aiming high</b></p> <p>Being curious, questioning and challenging what we are taught. Being resourceful: Making links and connections</p>		<p><b>Being resilient</b></p> <p>Being a resilient learner and not giving up Engaging: Diving into learning and giving everything a go! Being reflective: understanding the learning journey and reflecting back and looking forwards.</p>	
<p><b>Assessment opportunities</b></p>	<p>Use pre-school assessments In-house - baseline data on entry National Baseline data Phonics assessments SEN provision map</p>	<p>Ongoing assessments Pupil progress meetings Parents Consultations End of term Assessments Phonics assessments</p>	<p>Ongoing assessments Phonics assessments</p>	<p>Pupil progress meetings Parents Consultations End of term Assessments Phonics assessments Federation moderation</p>	<p>Federation moderation EYFS team meetings</p>	<p>Pupil progress meetings Reports Phonics assessments</p>
<p><b>Parental involvement</b></p>	<p>Welcome meeting Home school agreement Class dojo Harvest celebration</p>	<p>Maths video– Class dojo Phonic workshop Christmas production Carol service Parent consultation</p>	<p>Wow moments Class assembly Whole school assembly</p>	<p>Easter parade with the community. Parent consultation</p>	<p>Wow moments Class assembly</p>	<p>Summer concert Parent consultation Sports day Yr 6 leavers assembly</p>

<p><b>Communication and Language</b></p> <p>C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions</p> <p>Pie Corbett T4W actions,</p> <p>Whole class/school productions/ assemblies.</p> <p>Daily story time</p> <p>What's in the bag?</p> <p>Sent home weekly.</p> <p>Weekly synopsis to parents via Class dojo, to enable children to talk about what they have done in Class</p> <p>Introduce and explain new vocabulary each day.</p>	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
	<p>Settling in activities</p> <p>Making friends</p> <p>Children talk about their own experiences and others</p> <p>Children show an interest in the lives of other people</p> <p>Follow instructions</p> <p>Showing an understanding of prepositions.</p> <p>Develop vocabulary.</p> <p>Model talk routines through the day.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen and responding to stories.</p> <p>Join in with repeated phrases.</p> <p>Model using the language of negotiation – May I? Would it be alright?</p> <p>I like... I dislike...</p> <p>To ask questions about others.</p>	<p>To talk about different festivals and to make comparisons. Talk about family routines and special occasions.</p> <p>To make comments about their observations.</p> <p>To be able to talk about how different people help us.</p> <p>Talk about why things happen using new vocabulary learnt.</p> <p>Tell me a story - retelling stories: talk for writing</p> <p>Story language</p> <p>Listening and responding to stories</p> <p>Talk about the patterns of the text.</p> <p>Following instructions - how to make flapjack</p> <p>Take part in discussion</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Rhymes, poems and songs. - Making mistakes and missing out words.</p> <p>Puppet and resource or the children to make up stories.</p>	<p>To recall and describe features of traditional stories.</p> <p>To talk about healthy foods and exercise to stay healthy.</p> <p>Express their ideas and feelings about their experiences. ...</p> <p>Ask how and why questions...</p> <p>Retell a story with story language and remember key points from a story</p> <p>Join in with repeating phrases.</p> <p>Story invention – talk it!</p> <p>Use story books to focus on predictions and explanations.</p> <p>Make predictions - what might happen if...</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>I can describe events (Chinese New Year)</p> <p>Learn rhymes, poems and songs.</p> <p>Use of 'because.....</p>	<p>To describe with detail facts about space in full sentences. To know different features of texts.</p> <p>Ask questions about their environment and their learning.</p> <p>Talk confidently about why things happen using new vocabulary learnt.</p> <p>Engage in meaningful conversations with others.</p> <p>Recite poems and songs</p> <p>Rhyme of the week</p> <p>Retell stories: talk for writing</p> <p>Talk about non-fiction texts. To articulate ideas and thoughts into well-formed sentences</p> <p>Ask questions to find out more</p> <p>Talk about how they will accomplish a task.</p> <p>Using the language – “I think that...”</p> <p>I agree...</p> <p>I disagree...</p> <p>In my opinion...</p>	<p>To label and sort living things.</p> <p>To begin to research using a search engine.</p> <p>To describe habitats.</p> <p>To name and sort a range of living things.</p> <p>To be able to talk about different habitats.</p> <p>To engage in meaningful conversations with others.</p> <p>Listen to, engage in and talk about non-fiction</p> <p>Describe events in some detail: class trip, transport old and new.</p> <p>Adult add words to what the children say.</p> <p>Encourage children to use the language “first, last, next, before, after,</p>	<p>To be able to talk about the life cycle of a plant</p> <p>To be able to recall facts</p> <p>To engage in meaningful conversations with others.</p> <p>Talk about similarities and differences between things in the past and now e.g. transport.</p> <p>Talk about the experiences during the school year.</p>

<b>Personal, Social and Emotional Development</b>	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
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<b>Managing Self Self-regulation Making relationships</b>  Link to school ethos	Scarf: Me and my relationships	Scarf: Being my best	Scarf: Keeping myself safe	Scarf: rights and responsibilities	Growing and changing	Scarf: Valuing difference
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**Early Learning Goals:**

**Self-Regulation ELG Children at the expected level of development will:**

- 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.

**Managing Self ELG Children at the expected level of development will:**

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

**Building Relationships ELG Children at the expected level of development will:**

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others’ needs.

<b>Physical development</b>	<p>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 coordination, 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.</p>					
<b>Fine motor</b> Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality Provide extra help and guidance when needed.  Daily fine motor activities e.g. threading, cutting, weaving, playdough	Manipulate objects with good fine motor skills. Draw lines and circles. Hold pencil/paint brush. Pencil Grip. Taking shoes and coats on/off. Cut with Scissors effectively. To begin to form recognisable letters which are formed mostly correctly. Encourage use of a dominant hand.	Begin to use anticlockwise movement and retrace vertical lines. Know how to use scissors effectively. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	To know how to use scissors effectively.  Begin to form letters correctly handle tools, objects, construction and malleable materials with increasing control  Encourage children to draw freely.  Holding Small Items / Button Clothing / zips	To handle tools, objects, construction and malleable materials safely and with increasing control.  To know how to use scissors effectively.  Hold pencil effectively with comfortable grip.  Form recognisable letters, most correctly formed.	To use a pencil effectively to form recognisable letters, most of which are formed correctly. To know how to form letters correctly.  To know how to use scissors effectively. Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks. Cut along a straight line with scissors. Start to cut along a curved line, like a circle.	To know how to handle a range of equipment and tools effectively. 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 recognizable. Build things with smaller linking blocks, such as Duplo or Lego.
<b>Gross motor</b> Scarf dancing /disco dough opportunities Indoor/outdoor opportunities	Coordination – Footwork Static Balance – One Leg Negotiate space Use climbing equipment safely and competently	Dynamic balance to agility – Jumping and landing Static Balance - Seated to use equipment safely and competently. To negotiate space effectively. Make anticlockwise movement and retrace vertical lines.	Dynamic Balance – On the line Static Balance – Stance To be able to balance and coordinate safely. To negotiate space effectively.	Coordination – Ball Skills Counter Balance With a partner To know why it is important to handle different apparatus safely.	Real PE Coordination – Sending and Receiving Agility – Reaction/Response	Agility – Ball Chasing Static Balance – Floor Work Show good control and co-ordination in large and small movements.
	Washing hands Putting on coats, shoes, jumpers etc. independently. Caring and using tools safely.	To show good practice with regard to exercise, eating, sleeping and hygiene. Washing hands etc.	Road Safety	Sensible amount of screen time.	Describing changes to the body when they are occur when feeling unwell, anxious, tired, angry or sad.	Staying Safe in the Sun Describing changes to the body when they are occur when feeling unwell, anxious, tired, angry or sad.

**Gross Motor Skills ELG Children at the expected level of development will:**

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

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\*Skills need practise and repetition

**Fine Motor Skills ELG Children at the expected level of development will:**

- Hold a pencil effectively in preparation for fluent writing
- using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

<p><b>Literacy</b></p>	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
<p><b>Comprehension</b></p> <p>- Developing a passion for reading Children have regular library times.</p>	<p>I can show interest and answer simple questions about the text</p> <p>Join in with rhymes and show an interest in stories with repeated refrains.</p> <p>Understand the five key concepts of print: - meaning - different purposes, text from left to right and from top to bottom, names of the different parts of a book</p> <p>Recognise initial sounds.</p> <p>Name writing activities.</p> <p>Listens to familiar stories and able to recall some facts.</p> <p>Knowing that words can be written.</p> <p>Knowing how to write the taught letters.</p>	<p>Retell stories</p> <p>Understand how stories are structured.</p> <p>– use vocabulary of beginning, middle and end.</p> <p>Sequence familiar stories.</p> <p>Talk about characters and events</p> <p>Enjoys an increasing range of books</p> <p>I can join in with rhymes and stories. I can fill in missing words from well-known rhymes</p> <p>Pie Corbett Talk4writing actions to retell the story – Story Maps. .</p> <p>Non-Fiction – writing facts.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p>	<p>Make up stories with themselves as the main character –Encourage children to record stories through picture drawing/mark making.</p> <p>I can tell my own stories.</p> <p>I can re-enact stories in my play.</p> <p>I use words that I know to check my reading makes sense</p> <p>Listen to stories and begin to anticipate what may happen next.</p> <p>Knowing that words can be written.</p> <p>Knowing what the taught letters looks like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text. Read a few common exception words.</p> <p>To think of and write a short, simple sentence.</p>	<p>Listen to stories and begin to anticipate what may happen next.</p> <p>Non-fiction - demonstrate understanding when talking about what I have read</p> <p>I can repeat words or phrases to check my reading</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Spell some familiar words.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative.</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story.</p> <p>To know that illustrations can help me make sense of my reading</p> <p>Rhyming words. I can say rhymes by heart</p> <p>Begin# to notice if reading makes sense- can sometimes notice errors.</p> <p>Can think about what they already know to help them read</p> <p>To know that a sentence starts with a capital letter and ends with a full stop</p>	<p>Retell stories and narratives using my own words and recently introduced vocabulary (ELG)</p> <p>I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)</p> <p>Can draw pictures of characters/ event / setting in a story</p> <p>Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions</p> <p>Begin to understand features of non-fiction</p> <p>Can find features of books.</p> <p>Sort books into categories.</p> <p>Know that sentences can be extended by using a connective.</p>

<p><b>Word Reading</b></p> <p>Children will be working in different groups for Read Write Inc. consolidation of set 1 sounds and Set 2 Sounds, Green words. Ditty sheets, introduction of Red Ditty Books and Purple books for more confident readers.</p>	<p>RWI Set 1 – Phonic sounds – whole year group</p> <p>Reading: Initial sounds, oral blending, CVC sounds, Use of different methods of blending.</p> <p>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p>Phonic Sounds: RWI Differentiated groups</p> <p>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words.</p> <p>Children to touch each finger as they say each sound. (Fred fingers) For exception words children to identify the sound that is tricky to spell. (Red)</p>	<p>Phonic Sounds: RWI Ditties</p> <p>Reading: Rhyming strings.</p> <p>Children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘qu’ng’, ‘nk’. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’,</p>	<p>Phonic Sounds: RWI (Red)</p> <p>Listen to children read some longer words made up of letter-sound correspondences they know: e.g. ‘rabbit’, ‘jumping’.</p>	<p>Phonic Sounds: RWI (Green) Learn set 2 , Internal blending, naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p> <p>Correspondences between letters and sounds that are unusual e.g. ‘do’, ‘said’,</p>	<p>Phonic Sounds: RWI (Purple)</p> <p>Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p>
<p><b>Writing</b></p> <p>Use of initial sounds to write, silly soup, name writing, labels. captions, Lists, Messages – Create a Message centre Sequencing stories e.g. The Little Red Hen</p> <p>Writing for a purpose in role play area.</p>	<p>Texts as a Stimulus: Harvest poems Sequencing – Little Red hen</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists. Writing initial sounds and simple captions.</p> <p>Know that words can be written. Know the sounds that the taught letters make. Know what taught letters look like. Know how to write the taught letters</p>	<p>Texts as a Stimulus: Christmas narrative</p> <p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, writing instructions.</p> <p>Help children identify the sound that is tricky to spell.</p> <p>Write a sentence</p> <p>To identify sounds on a sound mat and to use this when writing.</p> <p>Recognise taught HFW in text.</p>	<p>Texts as a Stimulus: Letter writing CVC words / simple sentence writing using high frequency words</p> <p>Write a character description</p> <p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC words. Guided writing based around developing short sentences in a meaningful context.</p> <p>To think of and write a short, simple sentence.</p>	<p>Texts as a Stimulus: Writing facts – nonfiction Recall story, create own story.</p> <p>Creating own story maps, writing captions and labels, writing simple sentences. Character descriptions. Write 2 sentences</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p>	<p>Texts as a Stimulus: Labels and captions – plant life cycles Bean diary Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, begin to use spaces between words.</p> <p>To think of and write a short, simple sentence.</p> <p>Checking written work and making any changes where necessary.</p>	<p>Texts as a Stimulus: Rainforest text</p> <p>Write facts about whales Story writing, writing sentences using a range of tricky words that are spelt correctly. Begin to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Write three sentences.</p> <p>Form lower-case and capital letters correctly.</p> <p>Know that sentences can be extended by using a connective.</p>
<p><b>Possible texts and ‘old favourites’</b></p>	<p>The Colour monster Supertato stories Traditional stories: Little Red hen, Three little pigs Farmer Duck The big book of families My pirate Mums</p>	<p>Poems about fireworks Christmas stories The Jolly postman Rama &amp; Sita Lighting a lamp (Diwali story) Astro girl</p>	<p>Night monkey/Day monkey Foggy Foggy forest picture book</p> <p>How to catch a star Lighthouse keepers lunch NF: Nocturnal animals Tale of two feathers</p>	<p>Non-fiction space books Whatever next! Aliens love underpants I like outer space The way back home ‘10 Pomegranate Street’</p>	<p>Oliver’s vegetables Jack &amp; the Beanstalk Mama Miti The growing story Tree- seasons Eddie’s garden The extraordinary gardener Plant non-fiction text Pip &amp; Egg</p>	<p>Rumble in the jungle There’s a rang-tang in my bedroom Look inside the jungle Over and under the rainforest Rainforest explorers Roaming in the rainforest Jungle Jamboree</p>

**ELG: Comprehension:** Children at the expected level of development will:

- 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.

**ELG: Word Reading:** Children at the expected level of development will:

- 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.

**ELG: Writing:** Children at the expected level of development will:

- 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.

	All about me- Superheroes	People who help us / Festivals	The mystery of Light & Dark	The mystery of Space	Our wider world - how things grow	Our wider world – travel to a rainforest
<b>Mathematics</b>	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
<i>Children take part in a daily Maths session and have access to Maths activities in continuous provision</i>	Representing and comparing 1,2,3 Composition of 1,2,3 Matching, Sorting, Grouping Comparing amounts The number 4/ The number 5	Shapes Exploring patterns One more one less size/mass/capacity Night and day (routines/time) Addition <i>To say the days of the week in order.</i> <i>To begin to say the months of the year in order.</i>	Zero Numbers bonds to 5 Composition of 4 and 5 about 6,7 and 8 9 and 10 Comparing numbers to 10 Addition by combining two sets. 2D & 3D shapes <i>Odd &amp; even</i>	Number bonds to 10 2D shape Halving and Sharing Doubling Subtraction by taking away Mass and capacity Length and height Money Count recognise numbers to 20.	Number bonds to 5 including subtraction facts. Number bonds to 10 including subtraction facts. Numbers to 20. Shape spatial awareness and patterns Halving & Doubling	Sharing and grouping Odd and Even Working out addition by counting on Subtraction by counting back. Money Mass & Capacity
<p align="center"><b>Mathematics Number ELG:</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number; <ul style="list-style-type: none"> <li>- Subitise (recognise quantities without counting) up to 5;</li> </ul> </li> <li>- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p align="center"><b>Numerical Patterns ELG:</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>						

	All about me- Superheroes	People who help us / Festivals	The mystery of Light & Dark	The mystery of Space	Our wider world - how things grow	Our wider world – travel to a rainforest
Understanding the World 	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.					
<b>Understanding of the World.</b>  Preschool and Reception through joint provision and topics.  Activities are flexible and will depend on children’s interests.	Identifying their family. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.  Talk about how they have changed since they were a baby. Books about families from the past e.g. Peepo, etc.  Colours in nature Can the children find any colours in nature? Use of senses  Who are real super heroes? Use Google Earth – Superhero, where will you fly?  Harvests around the world Different cultures, different ways (e.g. harvest) Comparison of UK harvest and Sukkot. Cooking – changes in state  Investigate properties of Materials – Three Little Pigs	Know some similarities and differences between religious and cultural communities- look at different celebrations e.g. Christmas, Bonfire Night, Guy Fawkes, Diwali, etc. Can talk about what they have done with their families during Christmas’ in the past.  Show photos of how Christmas used to be celebrated in the past. Use maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.  I can recognise that people have different beliefs and celebrate special times in different ways e.g. birthdays  Introduce children to different occupations e.g. dentist, post and police people etc.  Observe changes in the environment and seasons. Make observations of winter animals.	Talk about the features of their own immediate environment and how environments might vary from one another – How is Ashwater different from London. Look at and create maps of the local area.  To know facts about light and dark. That we use electric lights in our homes to see when it is dark. To understand that fire gives light and heat.  Explore how shadows form when something blocks out light and how shiny things reflect light. Discuss how reflective materials can keep me safe at night and that lights can warn us of danger.  Discuss different festivals that use light and encourage children to share their experiences, e.g. candles on birthday cakes, diva lamps for Diwali or fireworks for Chinese New Year. How is New year celebrated?  Nocturnal or diurnal animals. Why do animals hibernate?	Space Travel- What was the first animal in space? Who was the first person in space? Moon Landings linked to Neil Armstrong, Look at Helen Sharman- astronaut Use as a way of developing understanding of significant events in the past. Develop understanding of the past using stories and photographs etc.  Talk about forces they can feel Describe the local environment, using all their senses to explore the natural world  Investigate materials and their properties to make a waterproof coat for Spencer bear.  Look at google earth – where is Ashwater Primary School? Discuss satellites taking photos.  National Science week: Moon craters experiment – dropping balls into flour to simulate moon craters Make predictions - Create a planet (baking soda, water & vinegar) What is going to happen to the planet? Creating Alien biscuits and investigating changes in materials.  Easter – What is Easter and why do we celebrate it?	Grow and care for plants from seeds - understanding of life cycles e.g. beans. Make measurements of growth. What factors affect growth?  Flower experiment – what is the best condition for a flower to survive? Investigate with sunflowers plants. Make observations. Order the life cycle of a sunflower.  Investigate where our different fruits come from – investigation  Look at changes – Order a human life cycle. What will I look like when I grow up?  Look closely at similarities, differences, patterns and change in nature – taking about spring. Make observations.  Use of bee-bot.	Compare the local environment of Ashwater and rainforests. How do we know what it is like in a rainforest?  Animals and their habitats linked to climate and landscape Understand need to care for the environment.  Rainforest animals. Talk about how some animals use camouflage to blend into their environment e.g. pattern and colour.  Research Jungles/Rainforests and the differences or similarities. Look at the effects of climate change on our planet – more specifically linked to palm oil like in the story.  To look at the lifecycle of a Jungle animal from baby to adult and be able to confidently discuss what a ‘life cycle’ is.

## **Understanding the World**

### **Past and Present ELG**

Children at the expected level of development will:

- 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;

### **People Culture and Communities ELG**

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

### **The Natural World ELG**

Children at the expected level of development will:

- 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.

	All about me- Superheroes	People who help us / Festivals	The mystery of Light & Dark	The mystery of Space	Our wider world - how things grow	Our wider world – travel to a rainforest
Expressive Arts	<p>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 range of <b>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.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
<p><i>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.</i></p> <p><i>Children to produce a piece of art work each half term to be displayed for ‘Celebration wall’ for school / parents to show how drawings have developed - 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.</i></p>	<p>Begin to mix colours.</p> <p>Join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Uses various construction materials</p> <p>Role play area. Self-portraits, junk modelling, take picture of children’s creations and record them explaining what they did.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Listening to and join in with Nursery rhymes and use musical instruments to tap out a rhythm.</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p>	<p>To make patterns with paint and different objects, exploring what happens when you mix colours. Collage firework pictures, Christmas decorations, Christmas cards, Divas, Christmas</p> <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks/props for role play.</p> <p>To make cards and decorations for friends and family using a range of media.</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Dental Role play area</p> <p>Listen to music and make their own dances in response.</p> <p>Sing familiar Nursery Rhymes.</p>	<p>Shadow Puppets</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>To use paints/pastels and other resources to create observational drawings.</p> <p>To begin to act out different scenarios using props to enhance imaginative play.</p> <p>Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Sing familiar songs or make up own songs.</p> <p>To play instruments with increasing control</p>	<p>To learn about different textures and talk about them.</p> <p>To create closed shapes with continuous lines</p> <p>Junk modelling with toilet tubes and card. Children can create their own rocket to take them to the moon. Creating own planet using bubbles and paint, glitter, and different resources. Planet pictures with oil, inks and water.</p> <p>Feely bag activities with different objects for children to feel and describe.</p> <p>To engage in role play by making stick puppets of different story characters.</p> <p>Playing sound matching game on different space themed objects. What do they think it could be? Could they make their own space music using instruments?</p> <p>Sing familiar Nursery Rhymes.</p>	<p>Make different textures; make patterns using different colours</p> <p>To use paints/pastels and other resources to create observational drawings. (Flowers). To draw with increasing control, representing features and detail clearly.</p> <p>Mother’s Day crafts / Easter crafts</p> <p>Garden Centre role play Provide a wide range of props for play which encourage imagination.</p> <p>Uses available resources to create props to support role-play. To use available props to develop stories and make imaginative play more purposeful.</p> <p>To plan, carry out, evaluate and change where necessary.</p> <p>Garden Centre role play</p> <p>Sing familiar songs in the correct tone and changing melody if appropriate</p>	<p>Look at photos of different jungle and rainforest animals. Children to observe different colours and patterns on the animals.</p> <p>Tie dyeing, making a picture with different materials. Explore different materials freely, using them with a purpose.</p> <p>To make masks for role play.</p> <p>To construct with bricks and blocks to make an enclosure.</p> <p>Sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm.</p> <p>To listen to music and create movements to the different beats.</p>

**Creating with Materials ELG**

Children at the expected level of development will: -

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

**Being Imaginative and Expressive ELG**

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.