

Brennands Endowed CE Primary School EYFS Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Fundamental British Values (Ongoing)

Democracy: making decisions together (PSED: BR, MS & SR) - Children to know their views count, value each other's views and values and talk about their feelings. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.

Rule of law: understanding rules matter (PSED: BR, MS & SR) - Children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong. Rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

Individual liberty: freedom for all (PSED: BR, MS & SR; UW: P, C & C) - Develop a positive sense of themselves, develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example talking about their experiences and learning. Explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions. (Link to Mindfulness)

Mutual respect and tolerance: treat others as you want to be treated (PSED: BR, MS & SR; UW: P, C & C) - Ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. Acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences. Importance of tolerant behaviours such as sharing and respecting other's opinions, promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping

British Values	<p>Respects/ Diversity/ Rule of Law Respect - We value respect by showing good behaviour and polite manners. Diversity - We value diversity by respecting everyone's differences.</p> <p>School rules Class rules School Values Behaviour in school Positive play</p>	<p>Mutual Respect Kindness and Diversity Responsibility - We value our responsibility within our community.</p> <p>Kindness - We value kindness as it helps to build friendships.</p> <p>Fair play Diwali Remembrance Day Christmas Story Assemblies</p>	<p>Effort and Honesty Effort - We value effort as it shows our determination to succeed.</p> <p>Honesty - We value honesty by always telling the truth and taking responsibility for our actions.</p> <p>Chinese New Year Pancake day</p>	<p>Loyalty and Forgiveness Loyalty - We value loyalty because it means we can trust and depend on each other.</p> <p>Forgiveness - We value forgiveness as it shows strength of character.</p>	<p>Determination and Teamwork Determination - We value determination so we can tackle difficulties in school and in life. Team work - We value team work as together we learn.</p>	<p>Courage - We value courage as taking risks helps us to become confident people.</p> <p>Moving to a new class - transition.</p>
Trips and Visits	Sponsored walk Church for Harvest	Father Christmas	People to talk about jobs	Map to Slaidburn	Supermarket	Blackpool Zoo
RE Special Days	I Am Special Harvest	Diwali Birthdays and Christmas Day of the Dead Remembrance Bonfire Night	Chinese New Year Special People Baptism Stories Jesus Heard (OT) Mother's Day	Easter Stories Jesus Told (Parables) Pancake Day Lent Holi	Friendship Disciples Islam and Eid	Special Places Prayer Father's Day

Theme	Autumn <u>Bodies</u> <u>Senses</u> <u>Feelings</u> <u>Harvest</u>	Autumn/Winter <u>Trees, leaves and seeds</u> <u>Polar Regions</u> <u>Ice</u> <u>Christmas</u>	Winter <u>Shops</u> <u>People Who Help Us</u> <u>PO</u>	Spring <u>PO</u> <u>Transport</u> <u>Maps/Pirates</u> <u>Easter</u>	Spring / Summer <u>Growth</u> <u>Supertato/Healthy Eating</u> <u>Lifecycles</u>	Summer <u>Animals</u> <u>Habitats</u> <u>Eco</u>
<p>Core Texts</p> <p>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.</p>	<p>Funnybones The Colour Monster Elmer NF Bodies Stickman Tidy Pumpkin Soup</p> 	<p>The Last Wolf Rama and Sita The Great Paper Caper Lost and Found Penguin Albert Le Blanc Snow is my Favourite and my Best NF Polar animals</p> 	<p>Jack Frost Betty and the Yeti The snowman NF People/shops Don't forget the Bacon Biscuit Bear Gingerbread Man My Granny Went to Market The Little Red Hen</p> 	<p>Egg Drop Fair Trade Lola Meercat Mail The Jolly Postman Troll What the Ladybird Heard NF maps/atlas</p> 	<p>Supertato Oliver's Vegetables I Do Not Eat the Colour Green Handa's Surprise Jack and the Beanstalk The Enormous Turnip VH Caterpillar Monkey Puzzle Bad Tempered Ladybird NF Lifecycles/id books</p> 	<p>NF Animal books</p>

Prime Areas of Development

<p>Physical Development (PD)</p>	<p>Basic skills</p> <p><u>Gross Motor</u> -</p> <p>Basic skills• Experiments with different ways of moving.</p> <p>-Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p>	<p>Basic skills</p> <p><u>Gross Motor</u> -</p> <p>Basic skills• Experiments with different ways of moving.</p> <p>-Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p>	<p>Gymnastics using apparatus</p> <p><u>Gross Motor</u> -</p> <p>-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</p>	<p>Movement in response to stimuli (dance)</p> <p><u>Gross Motor</u> -</p> <p>-Progress towards a more fluent style of moving, with developing control and grace</p> <p>-Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical</p>	<p>Games</p> <p><u>Gross Motor</u></p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>-Further develop and refine a range of ball skills including:</p>	<p>Athletics & Sports Day</p> <p><u>Gross Motor</u> ELG 6. Gross Motor Skills ELG</p> <p>Children at the expected level of development will:</p>
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	<p>-Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p><u>Fine Motor -</u></p> <p>-Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing</p>	<p>-Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p><u>Fine Motor -</u></p> <p>-Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing</p>	<p><u>Fine Motor -</u></p> <p>Continue to:</p> <p>-Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing</p> <p>ELG emerging Fine Motor- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases;</p>	<p>education sessions and other physical disciplines including dance, gymnastics, sport and swimming</p> <p><u>Fine Motor -</u></p> <p>. -Develop their small 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</p> <p>- Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>ELG 6. Gross Motor Skills ELG</p> <p>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.</p> <p>ELG 7. Fine Motor Skills ELG</p> <p>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>	<p>throwing, catching, kicking, passing, batting, and aiming.</p> <p>- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p><u>Fine Motor</u></p> <p>-Develop their small 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</p> <p>- Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>ELG 6. Gross Motor Skills ELG</p> <p>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.</p> <p>ELG 7. Fine Motor Skills ELG</p> <p>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>	<p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>Demonstrate strength, balance and coordination when playing;</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG 7. Fine Motor Skills ELG</p> <p>Children at the expected level of development will:</p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases;</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>Begin to show accuracy and care when drawing.</p>
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Ongoing throughout the year

- Know and talk about the different factors that support - their overall health and wellbeing:- regular physical activity- healthy eating- tooth brushing- sensible amounts of 'screen time'- having a good sleep routine - being a safe pedestrian

-Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.

<p>Personal, Social and Emotional Development (PSED)</p>	<p>PSED is not specifically planned for across the year, however PSED Principles underpin daily classroom practice which ensures all aspects of developing PSED are covered. Observations and next steps are central to supporting children in making relationships, developing self-confidence and having an awareness and managing feelings and behaviour.</p> <p>Self Regulation -See themselves as a valuable individual. --Identify and moderate their own feelings socially and emotionally.</p> <p>ELG 3 3. Self-Regulation ELG Children at the expected level of development will:</p> <p>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.</p> <p>Managing Self -Manage their own needs. -Express their feelings and consider the feelings of others - Show resilience and perseverance in the face of challenge.</p> <p>ELG 4 4. Managing Self ELG Children at the expected level of development will:</p> <p>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.</p> <p>Building Relationships -Build constructive and respectful relationships. -Think about the perspectives of others.</p> <p>ELG 5 5. Building Relationships ELG Children at the expected level of development will:</p> <p>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.</p>					
<p>PHSE Coram</p>	<p>All About Me Bouncing Back Changes Kindness and Caring Listening to my Feelings My Feelings</p>	<p>Different Families and Homes Keeping my Body Safe</p>	<p>Looking after Money My Special People People Who Help Keep me Safe</p>	<p>Caring for my Environment Life Stages</p>	<p>Changing Bodies Exercise and Sleep Healthy Eating Looking After myself and my Friends</p>	<p>Same and Different</p>
<p>Communication and Language (CAL)</p>	<p>C&L is not specifically planned for across the year. All aspects of developing CLL is considered throughout daily classroom practice, continuous provision, group time and weekly focus learning all have a weighty focus on CLL. Observations next steps and target setting support the development of individuals. Intervention programmes such as ginger bear, talk boost and differentiated group times are designed to support children who are not making the expected</p> <p><u>Listening, Attention and Understanding:</u> Understand how to listen carefully and why listening is important. Learn new vocabulary. -Ask questions to find out more and to check they understand what has been said to them -Connect one idea or action to another using a range of connectives. -Engage in story times -Listen to and talk about stories to build familiarity and understanding. -Retell the story, once they have developed a deep</p>					

familiarity with the text; some as exact repetition and some in their own words.
 -Listen carefully to rhymes and songs, paying attention to how they sound.
 - Learn rhymes, poems and songs.
 -Engage in non-fiction books.
 -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

ELG 1

Communication and Language

1. Listening, Attention and Understanding ELG

Children at the expected level of development will:

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.

Speaking

-Learn new vocabulary
 Use new vocabulary through the day
 -Articulate their ideas and thoughts in well-formed sentences.
 -Describe events in some detail.
 -Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
 -Develop social phrases
 -Use new vocabulary in different contexts.

ELG 2

Speaking ELG

Children at the expected level of development will:

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.

Talk about their likes/dislikes. Talk about themselves and their family Speak in a full sentence Listening and Attention Focus on an activity for a short period of time.	Speaking skills. Use language to communicate and explain how they are feeling and what they want to do. Talk in simple sentences	Listen and respond to stories with increasing attention.	Following instructions and re-calling instructions given. Listen and respond to peers and adults.	Speaking skills. Organise talk and sequence ideas together to express opinions about their interests.	Answering 'how' and 'why' questions. Listen to others opinions.
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Other Areas of Learning

Specific Areas of Development

Literacy

Throughout the year the skills taught will include:
Comprehension focus :
 -Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

ELG 8 Comprehension ELG

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

Word Reading focus - -Read individual letters by saying the sounds for them.

	<p>-Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. -Read some letter groups that each represent one sound and say sounds for them. (Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh')</p> <p>-Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. - -Re-read what they have written to check that it makes sense.</p> <p>ELG 9 Word Reading ELG Children at the expected level of development will:</p> <p>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.</p> <p>Writing Focus -Form lower-case and capital letters correctly. -Spell words by identifying the sounds and then writing the sound with letter/s. -Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>ELG 10 Writing ELG Children at the expected level of development will:</p> <p>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</p>					
<p>Red Rose Phonics</p>	<p>Phase 2 Recognising letters and the sounds they make. Segmenting and blending simple CVC words. Recognising HFW</p>	<p>Phase 2 Segmenting and blending CVC and CCVC words. Spelling simple VC, CVC and CCVC words using phonics knowledge. Recognising and spelling HFW.</p>	<p>Phase 3 Learning graphemes. Segmenting and blending phase 3 words using phonic knowledge. Read simple sentences. Recognising and spelling key HFW.</p>	<p>Phase 3 Reading sentences using letters and sounds to decode unfamiliar words. Recording sentences with key HFW and use of phonic knowledge.</p>	<p>Phase 3 Consolidation Re-capping what has been taught. Using and applying strategies through reading and writing.</p>	<p>Phase 4 Move onto phase 4 to consolidate phase 3, using and applying strategies.</p>
<p>Literacy Skills</p>	<p>Comprehension Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Reading Recognise some initial letters Read some simple VC and CVC words. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Retell favourite stories using some story language</p>	<p>Comprehension -Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Reading Recognise and read key HFW. Read some simple VC and CVC words and sentences. Hears and says the sounds in words using phoneme frames. Continue with home-readers and daily target readers Introduce guided reading. Applying phonic knowledge to reading. Can segment the sounds in simple words and blend them together</p>	<p>Comprehension -Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Reading Continue to recognise and read key HFW. Read CVC sentences. Use phoneme frames to write words and sentences with phase 2/3 sounds in them. Use phonic knowledge to retell a story in simple sentences. Continue with home-readers, daily target readers and guided reading.</p>	<p>Comprehension Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <i>Children to be able to re-tell at least 3 familiar texts</i></p> <p>Reading Continue to recognise and read key HFW. Read CVC/ CVCC sentences. Use phoneme frames to write words and sentences with phase 3 sounds in them. Use phonic knowledge to retell a story in simple sentences.</p>	<p>Reading Continue to recognise and read key HFW. Read CVC/ CVCC sentences. Use phoneme frames to write words and sentences with phase 3/4 sounds in them. Introduce Phase 5 for HA children. Use phonic knowledge to retell a story using complex sentences - Jack and the Beanstalk. Continue with home-readers, daily target readers and guided reading. Use and apply phonic knowledge when reading to recognise and read key HFW.</p>	<p>Consolidating what has been taught to ensure children have the confidence and stamina to write at length. Children begin to include detail in what they write and can read what they have recorded unaided. <i>Children to be able to re-tell at least 3-5 familiar texts</i></p> <p>8. Comprehension ELG Children at the expected level of development will: Demonstrate understanding of what has been read to them by retelling stories and narratives</p>

	<p>Send home reading books and key word Humpty books. Identify daily target readers for lowest 20%.</p> <p>Writing - Write own name Write some initial sounds Write simple words.</p> <p>Phonics -Oral blending and segmenting Phase 2 initial sounds <u>Phase 2</u> Recognising letters and the sounds they make. Segmenting and blending simple CVC words. Recognising HFW.</p>	<p>and knows which letters represent some of them. Send home reading books and key word Humpty books. Identify daily target readers for lowest 20%.</p> <p>Writing - Write own name Write some initial sounds Write simple words. Begin to record simple captions and labels using dominant sounds.</p> <p>Phonics <u>Phase 2/ Phase 3 for HA</u> Segmenting and blending CVC and CCVC words. Spelling simple VC, CVC and CCVC words using phonics knowledge. Recognising and spelling HFW.Phonics -Oral blending and segmenting Phase 2 initial sounds</p>	<p>Use and apply phonic knowledge when reading to recognise and read key HFW. When writing use Phase 2/3 letters and sounds to support what is being written. Retell favourite stories using story language and time connectives e.g "First, Next, Then, After that, Finally" Continue with home-readers and daily target readers Continue guided reading.</p> <p>Writing - Write own name Write some initial sounds Write simple sentences using VC and CVC words. Record simple captions and labels using phase 2/3 sounds. Begin to write for a purpose, sequencing ideas together and recognising key features that need to be included such as finger spaces - instructional writing/ letter writing/ diary entries etc.</p> <p>Phonics - <u>Phase 3</u> Learning graphemes. Segmenting and blending phase 3 words using phonic knowledge. Read simple sentences. Recognising and spelling key HFW.Oral blending and segmenting Phase 2 and Phase 3 sounds Use phoneme frames to write words using phase 3 sounds Use phonic knowledge to retell stories - Goldilocks</p> <p>Word Reading focus - -Read individual letters by saying the sounds for them. -Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. -Read some letter groups that each represent one sound and say sounds for them. (Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh')</p>	<p>Continue with home-readers, daily target readers and guided reading. Use and apply phonic knowledge when reading to recognise and read key HFW. Continue with home-readers and daily target readers Continue guided reading.</p> <p>Writing - When writing use Phase 3 letters and sounds to support what is being written. Retell favourite stories using story language and time connectives e.g "First, Next, Then, After that, Finally" -</p> <p>Phonics <u>Phase 3</u> Reading sentences using letters and sounds to decode unfamiliar words. Recording sentences with key HFW and use of phonic knowledge.Oral blending and segmenting Phase 3 sounds Use phoneme frames to write words using phase 3 sounds Use phonic knowledge to retell stories - Naughty Bus using time connectives "Then, After that, Next" etc.</p> <p>Word Reading focus - -Read individual letters by saying the sounds for them. -Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. -Read some letter groups that each represent one sound and say sounds for them. (Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh') -Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words</p>	<p>Writing - When writing use Phase 3/4 letters and sounds to support what is being written. Retell favourite stories using story language and time connectives e.g "First, Next, Then, After that, Finally"</p> <p>Phonics - <u>Phase 3 Consolidation</u> Re-capping what has been taught. Using and applying strategies through reading and writing. Oral blending and segmenting Phase 3/4 sounds Use phoneme frames to write words using phase 3/4 sounds Use phonic knowledge to retell stories using time connectives "Then, After that, Next" etc.</p> <p>9. Word Reading ELG 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.</p> <p>10. Writing ELG 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</p>	<p>using their own words and recently introduced vocabulary;</p> <p>Anticipate - where appropriate - key events in stories;</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Phase 4 Move onto phase 4 to consolidate phase 3, using and applying strategies.</p> <p>9. Word Reading ELG 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</p> <p>10. Writing ELG 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</p>
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			<p>-Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. - -Re-read what they have written to check that it makes sense.</p>	<p>with known letter-sound correspondences and, where necessary, a few exception words. - -Re-read what they have written to check that it makes sense.</p>		
Mathematics	<p>Throughout the year the skills taught will include: Number focus: 0-20 and beyond, recognition/counting/ordering/one to one correspondence/recording numbers, number bonds to 10, counting in 10's and 2's, addition/subtraction, doubling & halving, sharing, recognising money and its uses, solving simple number problems, guided reasoning. Numerical Patterns Numerical Patterns - Shape, Space and Measure focus: 2D/3D Shapes & Properties, capacity knowing how much something can hold, finding out how tall/short/wide something is, measuring and weighing amounts for a purpose, data to find out and record information, sorting information to a given criterion, sequencing different times of the day, making patterns, sequencing, positional language.</p>					
Maths Skills	<p>Numbers (Using numbers 1 - 5) Children count reliably with numbers from 1 to 5 -Count objects, actions and sounds. - Subitise. (Prompt children to subitise first when enumerating groups of up to 4 or 5 objects: "I don't think we need to count those. They are in a square shape so there must be 4." Count to check.) - Compare numbers. (Use vocabulary: 'more than', 'less than', 'fewer', 'the same as', 'equal to'. Encourage children to use these words as well.) - Understand the 'one more than/one less than' relationship between consecutive numbers. - Explore the composition of numbers to 10. (Model conceptual subitising: "Well, there are three here and three here, so there must be six." Emphasise the parts within the whole: "There were 8 eggs in the incubator. Two have hatched and 6 haven't yet hatched.")</p> <p>Numerical patterns/ SSM</p> <p>Link the number symbol (numeral) with its cardinal number value. (Discuss the different ways children might</p>	<p>Numbers (Securing numbers 1-5) -Count objects, actions and sounds. - Subitise. (Prompt children to subitise first when enumerating groups of up to 4 or 5 objects: "I don't think we need to count those. They are in a square shape so there must be 4." Count to check.) - Compare numbers. (Use vocabulary: 'more than', 'less than', 'fewer', 'the same as', 'equal to'. Encourage children to use these words as well.) - Understand the 'one more than/one less than' relationship between consecutive numbers. - Explore the composition of numbers to 10. (Model conceptual subitising: "Well, there are three here and three here, so there must be six." Emphasise the parts within the whole: "There were 8 eggs in the incubator. Two have hatched and 6 haven't yet hatched.")</p> <p>Numerical patterns/ SSM</p> <p>Link the number symbol (numeral) with its cardinal number value. (Discuss the different ways children might</p>	<p>Numbers (Using numbers 1 - 10) Children count reliably with numbers from 1 to 10 Recognises numerals 1 to 10. - Subitise. (Prompt children to subitise first when enumerating groups of up to 4 or 5 objects: "I don't think we need to count those. They are in a square shape so there must be 4." Count to check.) - Compare numbers. (Use vocabulary: 'more than', 'less than', 'fewer', 'the same as', 'equal to'. Encourage children to use these words as well.) - Understand the 'one more than/one less than' relationship between consecutive numbers. - Explore the composition of numbers to 10. (Model conceptual subitising: "Well, there are three here and three here, so there must be six." Emphasise the parts within the whole: "There were 8 eggs in the incubator. Two have hatched and 6 haven't yet hatched.")</p> <p>Begin to work on ELG for HA children :</p> <p>Work on ELG 11 for HA children</p>	<p>Numbers (Securing numbers 1-10) Place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. Begin to work on ELG for MA and HA children : 11. Number ELG Children at the expected level of development will: Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns/ SSM</p> <p>12. Numerical Patterns ELG Children at the expected level of development will:</p> <p>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</p>	<p>Numbers ELG 11 Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns/ SSM</p> <p>12. Numerical Patterns ELG Children at the expected level of development will:</p> <p>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</p>	<p>Numbers ELG 11 Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns/ SSM</p> <p>12. Numerical Patterns ELG Children at the expected level of development will:</p> <p>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</p>

		<p>record quantities (for example, scores in games), such as tallies, dots and using numeral cards.)</p> <ul style="list-style-type: none"> - Count beyond ten. - Automatically recall number bonds for numbers 0-10. 	<p><u>Numerical patterns/ SSM</u></p> <p>Link the number symbol (numeral) with its cardinal number value. (Discuss the different ways children might record quantities (for example, scores in games), such as tallies, dots and using numeral cards.)</p> <ul style="list-style-type: none"> - Count beyond ten. - Automatically recall number bonds for numbers 0-10. - Continue, copy and create repeating patterns. - Select, rotate and manipulate shapes in order to develop spatial reasoning skills. - Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. (Investigate how shapes can be combined to make new shapes: for example, two triangles can be put together to make a square) - Compare length, weight and capacity. 	<p>Verbally count beyond 20, recognising the pattern of the counting system;</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>how quantities can be distributed equally.</p>	<p>how quantities can be distributed equally.</p>
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<p>Understanding of the world (UW)</p>	<p>Past and Present - Seasonal changes - exploring Autumn time</p> <p>People and Communities - Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> <p>The Natural World Describe what they see, hear and feel whilst outside.</p> <p>Class rules, boundaries and routines. Other faiths and culture. Understanding about what is happening in the world around them.</p>	<p>Past and Present - Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past.</p> <p>People and Communities Understand that some places are special to members of their community - Recognise that people have different beliefs and celebrate special times in different ways</p> <p>The Natural World Describe what they see, hear and feel whilst outside</p>	<p>Past and Present Compare and contrast characters from stories, including figures from the past.</p> <p>People and Communities - Recognise some similarities and differences between life in this country and life in other countries.</p> <p>The Natural World -Describe what they see, hear and feel whilst outside. -Understand the effect of changing seasons on the natural world around them. - Explore the natural world around them. (Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.) - Recognise some environments that are different to the one in which they live. - Understand the effect of changing seasons on the natural world around them.</p>	<p>Past and Present Compare and contrast characters from stories, including figures from the past.</p> <p>People and Communities - - Draw information from a simple map.</p> <p>The Natural World Describe what they see, hear and feel whilst outside. -Understand the effect of changing seasons on the natural world around them. - Explore the natural world around them. (Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.) - Recognise some environments that are different to the one in which they live. - Understand the effect of changing seasons on the natural world around them.</p>	<p>ELG 13. Past and Present ELG Children at the expected level of development will:</p> <p>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;</p> <p>ELG 14. People Culture and Communities ELG Children at the expected level of development will:</p> <p>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.</p> <p>ELG 15 The Natural World ELG</p>	<p>ELG 13. Past and Present ELG Children at the expected level of development will:</p> <p>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;</p> <p>ELG 14. People Culture and Communities ELG Children at the expected level of development will:</p> <p>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.</p> <p>ELG 15 The Natural World ELG</p>
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	<p>Getting to Know one Another We are all Different Special Talents Autumn Changes How Trees grow Feelings</p>	<p>Different celebrations and routines Winter Changes Melting and Freezing Different Habitats</p>	<p>Shopping around the world People are not always as lucky as us Individual shops/supermarket Jobs</p>	<p>Wheels and axles Maps and the world Natural and man made Story maps</p>	<p>Children at the expected level of development will:</p> <p>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. Growing and planting Caring for plants/animals Life cycles: bees, butterflies, frogs. Growing</p>	<p>Children at the expected level of development will:</p> <p>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. Bird id Minibeast Hunt Zoo Visit Endangered animals</p>
<p>Expressive Arts and Design (EAD)</p>	<p><u>Creating with materials</u> -Create collaboratively, sharing ideas, resources and skills.</p> <p><u>Being Imaginative and Expressive</u> Listen attentively, move to and talk about music, expressing their feelings and responses. - Develop storylines in their pretend play.</p>	<p><u>Being Imaginative – Music focus</u> Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Watch and talk about dance and performance art, expressing their feelings and responses. - Sing in a group or on their own, increasingly matching the pitch and following the melody - Develop storylines in their pretend play. - Explore and engage in music making and dance, performing solo or in groups Bonfire night paints and textures. Christmas cards Calendars Christmas craft, cards and decorations.</p>	<p><u>Being Imaginative</u> – use other cultures / hot and cold to Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Watch and talk about dance and performance art, expressing their feelings and responses. - Sing in a group or on their own, increasingly matching the pitch and following the melody - Develop storylines in their pretend play. - Explore and engage in music making and dance, performing solo or in groups. (Play music with a pulse for children to move in time with and encourage them to respond to changes: they could jump when the music suddenly becomes louder, for example.)</p>	<p><u>Creating with Materials</u> - Return to and build on their previous learning, refining ideas and developing their ability to represent them. (Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue).</p>	<p><u>ELG 16. Creating with Materials ELG</u> Children at the expected level of development will:</p> <p>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.</p> <p><u>ELG 17. Being Imaginative and Expressive ELG</u> Children at the expected level of development will:</p> <p>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 -</p>	<p><u>ELG 16. Creating with Materials ELG</u> Children at the expected level of development will:</p> <p>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.</p> <p><u>ELG 17. Being Imaginative and Expressive ELG</u> Children at the expected level of development will:</p> <p>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 -</p>

	<p>Self-Portraits Stick man/Saws Autumnal painting - colour mixing Singing lots of songs and familiarising children with regular singing. Leaf rubbings Sand and Water Mud Nursery rhymes Music man instruments Role play Music and emotion Junk modelling Woodwork, drill, hammer</p>	<p>Firework sounds/instruments Act out Guy Fawkes Fork scratch hedgehogs Pumpkin paint Christmas songs Using role-play to act out Hot colours/cold colours Snowflake cutting Snowflake Printing Snowmen collage Snowmen bottles ICT Rudolph Christmas crowns Christmas cards Painting with ice Ice sculptures Charcoal Glass paint</p>	<p>Winter art - using wax crayons and watercolours Winter collages Story characters Dough biscuits Mother's Day cards Feltmaking Dance/Chinese dragon</p>	<p>Easter craft Splatter for Holi Scale and collaboration print colour mixing photography</p>	<p>when appropriate - try to move in time with music.</p> <p>Painting supertato Making super veg Designing prison/escape Printing with veg Butterfly paintings Butterfly print/symmetry Using natural materials to create pictures. Bubble print Woodwork frogs</p>	<p>when appropriate - try to move in time with music.</p> <p>Fingerpuppets sewing Joining Design and make process Collage Levers Scale mosque architecture Colour matching</p>
ICT	<p>Ongoing as appropriate: ICT whiteboard games, ipad games, taking photographs, using search (adult), drawing apps, writing apps, Google streetview, Google Earth, Youtube videos, maps, music, dance, programmable toys.</p> <p>All with an emphasis on keeping safe online</p>					

Parental engagement	Visit our classroom Stay for Lunch Send wow cards and photos Macmillan coffee morning Learning journey share Weekly email Autumn Outdoor Family Challenges	Parent meetings Learning journey share Send wow cards and photos Weekly email Winter Outdoor Family Challenges	Learning journey share Send wow cards and photos Weekly email	Learning journey share Send wow cards and photos Weekly email Spring Outdoor Family Challenges	Parent meetings Learning journey share Send wow cards and photos Weekly email Summer Outdoor Family Challenges	Transition meetings / home visits Come and Play Reports Weekly email
Assessment	My baseline assessments Gov baseline assessments Phonics tracking	My tracker Pupil Progress meetings		My tracker Pupil Progress meetings	<u>EYFS Profile</u> Data analysis Moderation	My Tracker Pupil progress meetings Year 1 teacher meeting