



Ryton Federation 2022-23 Long Term Plan						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes These themes may be adapted at any point to allow staff to respond to children's interests.	All About me	Terrific Tales	Amazing Animals	Come Outside	Ticket to Ride	Fun at the seaside
Possible texts and 'old favourites'. Poetry Basket runs throughout all terms.	The Little Red Hen – Traditional Tale Owl Babies The Colour Monster Rosie's Walk	The Magic Porridge Pot – Traditional Tale Pumpkin Soup Nativity Story World Nursery Rhyme Week	The Three Billy Goats Gruff – Traditional Tale Polar Bear, Polar Bear, what do you hear? Giles Andreae Animal Poems Where in the Wild	The Ugly Duckling – Traditional Tale The Blue Giant / The Green Giant The Tree Oliver's Vegetables/ Oliver's Fruit Salad	Little Red Riding Hood – Traditional Tale Handa's Surprise Naughty Bus Oi Get Off Our Train	The Gingerbread Man – Traditional Tale Mr Gumpy's Outing The Night Pirates Lucy and Tom at the Seaside

	Room on the Broom		Monkey Puzzle Once There Were Giants Chinese New Year Story	Growing Frogs		
Wow Moments and enrichment Forest session	Autumn Trail Nurse / Firefighter / Police visit ? Harvest Time Birthdays Favourite Songs Halloween What do I want to be when I grow up? Video for parents.	Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Black History Month Remembrance day Road Safety World Space Week Children in Need Anti- Bullying Week Panto	Chinese New Year Story Telling Week Random Acts of Kindness Week Valentine's Day Internet Safety Day Talent show	Walk to the park / Picnic Planting seeds Easter time Weather experiments Weather Forecast videos Nature Scavenger Hunt Artist Study Mother's Day Queen's Birthday Easter Egg Hunt	Post a letter Food tasting – different cultures Map work - Find the Treasure Let's fly - Role play and Green Screen Art week?	Visit to the beach Under the Sea – singing songs and sea shanties Fossil hunting Father's Day Healthy Eating Week World Environment Day Anniversary of the NHS Pirate Day Teddy Bears Picnic
Characteristics of Effective Learning	<p>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</p> <p>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.</p> <p>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.</p>					
Over Arching Principles	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>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.</p> <p>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.</p>					

	<p>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.</p> <p><i>PLAY: At Ryton Federation, 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 and include as many first hand experiences 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.</i></p> <p><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></p>					
The Ryton Federation Way – Core Principles and values	Positive Respectful Safe					
<p>British Values/ Sharing Circles/ Assemblies</p> <p>These will be dipped in and out of each area, each term, as and when need to.</p>	<p>Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world.</p> <p>All cultures are learned, respected, and celebrated.</p>	<p>Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.</p>	<p>Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p>	<p>Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p>Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p>Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
Assessment opportunities	<p>Analysis of Nursery Assessments EYFS team meetings In-house - Baseline data on entry</p>	<p>On-going assessments Baseline analysis Pupil progress meetings Parents evening info EYFS team meetings</p>	<p>EYFS team meetings Phase meeting and internal moderations</p>	<p>Pupil progress meetings Parents evening info EYFS team meetings Target Tracker data</p>	<p>Moderation EYFS team meetings</p>	<p>Pupil progress meetings Reports Transition EYFS team meetings Target Tracker data EOY data</p>

	National Baseline data by end of term Phonic Intervention group for pre/post teach Target Tracker data	In house moderation Target Tracker data				
Parental Involvement	Staggered Start Harvest Assembly Phonics meeting Focus Child Take home toy – C&L focus What do I want to be when I grow up? Video for parents.	Nativity Maths workshop Parents Evening World Nursery Rhyme Week Focus Child Take home toy – C&L focus	Writing workshop Share a story Look at me! Talent show! Focus Child Take home toy	Parents Evening Share a story Parents Evening Focus Child Take home toy	Share a story Art workshop / Gallery Focus Child Take home toy	Share a story Parents Evening Sports Day Reports Focus Child Take home toy
Communication and Language - Whole EYFS Focus	<p>Young children depend on back-and-forth interactions with responsive others to develop confidence as effective communicators and language users. Communication and language development are closely intertwined with physical, social and emotional experiences. Communication and language lay a foundation for learning and development, guiding and supporting children’s thinking while underpinning their emerging literacy.</p> <p>Language is more than words. As children grow, they begin to be aware of and explore different sounds, symbols and words in their everyday worlds; a language-rich environment is crucial. A child’s first language provides the roots to learn additional languages, and parents should be encouraged to continue to use their home languages to strengthen and support their children’s language proficiency as they join new environments.</p> <p>Children’s skills develop through a series of identifiable stages which can be looked at in three aspects – Listening and Attention, Understanding, and Speaking. While not all children will follow the exact same sequence or progress at the same rate, it is important to identify children at risk of language delay or disorder as these can have an ongoing impact on wellbeing and learning across the curriculum.</p> <p>Goldilocks Words are identified within each key text and the vocabulary is explicitly taught through modelling/illustrating the word.</p> <p>C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSED times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and interventions, Helicopter Stories and Poetry Basket. World Nursery Rhyme Week.</p>					
Daily Story Time Focus	Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me!	Tell me a story! Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts	Tell me why! Using language well Ask’s how and why questions... Discovering Passions Retell a story with story language Story invention – talk it!	Talk it through! Settling in activities Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important.	What happened? Settling in activities Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each	Time to share! Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a

	<p>Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters Shared stories All about me!</p>	<p>Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary. Historical vocab – kings and queens.</p>	<p>Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Use picture cue cards to talk about an object: “What colour is it? Where would you find it? Sustained focus when listening to a story</p>	<p>illustration and relate it to their own lives</p>	<p>current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>
<p>Personal Social and Emotional Development</p>	<p>New Beginnings Being me in my world Class Rule Rules and Routines Supporting children to build relationships Dreams and Goals Build constructive and respectful relationships.</p>	<p>Getting on and falling out. How to deal with anger Emotions Self - Confidence Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>	<p>Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios</p>	<p>Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after pets Looking After our Planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Taking part in sports day - Winning and losing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p>
<p>Physical Development – Gross Motor</p> <p>Daily Movement Breaks</p> <p>Forest Session Weekly</p>	<p>Primary Steps in PE – Body Management</p>	<p>Primary Steps in PE – Body Management</p>	<p>Primary Steps in PE – Movement</p>	<p>Primary Steps in PE – Movement</p>	<p>Primary Steps in PE – Object Manipulation</p>	<p>Primary Steps in PE – Object Manipulation</p>

<p>Physical Development – Fine Motor</p> <p>Fine Motor activities/ environment/ routine.</p> <p>Developmental/ Practise</p>	<p>Manipulate objects with good fine motor skills.</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Pencil Grip</p>	<p>Develop muscle tone to put pencil pressure on paper</p> <p>Use tools to effect changes to materials</p> <p>Show preference for dominant hand</p>	<p>Begin to form letters correctly</p> <p>Handle tools, objects, construction and malleable materials with increasing control.</p> <p>Encourage children to draw freely.</p> <p>Holding Small Items / Button Clothing / Cutting with Scissors</p>	<p>Fine Motor activities.</p> <p>Hold pencil effectively with comfortable grip</p> <p>Forms recognisable</p> <p>letters most correctly formed</p>	<p>Fine Motor activities.</p> <p>Develop pencil grip and letter formation continually</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors /</p> <p>Start to cut along a curved line, like a circle / Draw a cross</p>	<p>Fine Motor activities.</p> <p>Form letters correctly</p> <p>Begin to draw diagonal lines, like in a triangle /</p> <p>Start to colour inside the lines of a picture</p> <p>Start to draw pictures that are recognisable /</p> <p>Build things with smaller linking blocks, such as Duplo or Lego</p>
<p>Literacy – Helicopter Stories, T4W, Poetry Basket, Children will visit the library weekly.</p>	<p>Joining in with rhymes and showing an interest in stories with repeated refrains.</p> <p>Environment print.</p> <p>Having a favourite story/rhyme.</p> <p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book</p> <p>Sequencing familiar stories through the use of pictures to tell the story.</p> <p>Name writing activities.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play.</p> <p>Christmas letters/lists.</p> <p>Retelling stories using images / apps.</p> <p>Pie Corbett Actions to retell the story – Story Maps.</p> <p>Retelling of stories.</p> <p>Editing of story maps and orally retelling new stories.</p> <p>Non-Fiction Focus</p> <p>Sequence story – use vocabulary of beginning, middle and end.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p>	<p>Making up stories with themselves as the main character – Using Tales Toolkit strategy.</p> <p>Encourage children to record stories through picture drawing/mark making.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words – everyday words.</p> <p>Read a few common exception words matched to Sounds Write.</p> <p>Make the books available for children to share at school and at home.</p>	<p>Information leaflets.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>World Book Day</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p>	<p>Stories from other cultures and traditions</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>Rhyming words.</p> <p>Parents reading stories.</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p>	<p>Can draw pictures of characters/ event / setting in a story</p> <p>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead.</p> <p>Fiction means story. - Can point to front</p>

		Enjoys an increasing range of books			Role play area – book characters	cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.
Reading – Drip Fed/in environment	Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge	Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting graphemes in words. Show children how to gesture to read. For exception everyday words, help children identify the part of the spellings of unknown sounds.	Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar ‘sh’, Provide opportunities for children to read words containing that sound.	Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of GPC they know. Children should not be required to use other strategies to work out words.	Non-fiction texts, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.	Reading simple sentences with fluency. End of term assessments Transition work with Year 1 staff
Phonics – Sounds Write	Initial code: Units 1-4 (6 weeks) Unit 1 (2wks) Unit 2 (2wks) Unit 3 (2wks)	Initial code: Units 4-6 (7 weeks) Unit 4 (2 wk) Unit 5 (2wks) Unit 6 (2wks)	Initial code: Unit 7-9 (7 weeks) Unit 7 (2wks) Unit 8 (2wks) VCC/CVCC Unit 9 (Week 1 - continuants Week 2 - non-continuants) + Unit 11 /sh/ fish/mash CVC / CCVC	Initial code: Unit 10-11 (6 weeks) Unit 10 (3wks) + continuation of unit 11 to run concurrently. CCVCC/CVCCC/CCVC Unit 11 (2wks) sh ch th voiced/unvoiced.	Initial Code: Unit 11 (5 weeks) Unit 11 (5 weeks) ck ng qu wh	(7 Weeks) Unit 11, Bridging lesson and Extended Code. Lesson 6 bridging unit (2 wks) C k ck W wh u Ch tch Unit 1 Extended code (2 weeks) Bridging and Unit 1 to be

						revisited first Week for Y1 in Sept.
Writing News Box, Friday Juke Box, Writing in all areas, indoor/outdoor, class books.	Texts as a Stimulus: draw and label family, story map, labelling characters – initial sound CVC, Initial sound Silly Soup, CVC Halloween, name writing, writing graphemes taught. Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages – Create a Message centre! Story Scribing	Texts as a Stimulus: Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions. Sequence the story. Write a sentence. Order Nativity.	Texts as a Stimulus: Owl Babies (Tale of Fear) CVC words / simple sentence writing using everyday words. Labels and simple captions. Fact File. Guided writing based around developing short sentences in a meaningful context. Create a story board. Recount	Texts as a Stimulus: Retell parts of the story / repeated refrains / speech bubbles Description/adjective. Healthy Food – My Menu / plant Diary Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions. Recount – A trip to the park Character descriptions. Write 2 sentences	Texts as a Stimulus: Report Retell story/order Description Write new version Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Acrostic poems	Texts as a Stimulus: Write facts Write a postcard / diary writing Invitation Story writing, writing sentences using a range of everyday words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description. Write three sentences.
Mathematics <i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics.</i>	White Rose Maths – Just Like Me, It’s Me 123, Light and Dark Number - Match and Sort, Compare Amounts, Representing, comparing, composition of 1 2 3, Representing numbers to 5, one more and one less.		White Rose Maths – Alive in 5, Growing 6,7,8, Building 9 &10 Number - Introducing Zero, Comparing numbers to 5, Composition of 4 and 5, 6 7 & 8, Comparing 2 groups,		White Rose Maths – to 20 and Beyond, First then now, Find my Pattern, One the Move Number – Building Numbers Beyond 10, Counting Patterns Beyond 10, Adding More, Taking Away, Doubling, Sharing and Grouping,	

<p><i>Everything around you is numbers.”</i> – <i>Shakuntala Devi</i></p>	<p>Measure, shape and Spatial thinking – Compare size, Mass and Capacity, Exploring Pattern, Circles and Triangles, Positional Language, Shapes with 4 sides, Time.</p>		<p>making pairs, 9 & 10 comparing number to 10, Bonds to 10.</p> <p>Measure, shape and Spatial thinking – Compare Mass, Compare Capacity, Length and Height, Time, 3D Shape, Pattern.</p>		<p>Even and Odd, Deepening Understanding, Patterns and Relationships.</p> <p>Measure, shape and Spatial thinking – Match, Rotate, Manipulate, Compose and Decompose, Visualise and Build, Mapping</p>	
<p>Understanding the World</p>	<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</p> <p>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.</p> <p>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</p> <p>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</p> <p>Introduce children to different occupations and how they use</p>	<p>Can talk about what they have done with their families during Christmas’ in the past.</p> <p>Show photos of how Christmas used to be celebrated in the past.</p> <p>Use world maps to show children where some stories are based.</p> <p>Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</p> <p>Share different cultures versions of famous fairy tales.</p> <p>To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</p>	<p>Listening to stories and placing events in chronological order.</p> <p>Nocturnal Animals</p> <p>Making sense of different environments and habitats</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see</p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>After close observation, draw pictures of the natural world, including animals and plants</p> <p>Computing -</p>	<p>Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there.</p> <p>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals.</p> <p>Create opportunities to discuss how we care for the natural world.</p> <p>Can children make comments on the weather, culture, clothing, housing.</p> <p>Change in living things – Changes in the leaves, weather, seasons.</p>	<p>Use Handa’s Surprise to explore a different country</p> <p>Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found.</p> <p>Look at the difference between transport in this country and one other country.</p> <p>Encourage the children to make simple comparisons.</p> <p>Can children talk about their homes and what there is to do near their homes?</p> <p>Children drawing/painting or</p>	<p>Materials: Floating / Sinking – boat building Metallic / non-metallic objects</p> <p>Seasides long ago.</p> <p>Share non-fiction texts that offer an insight into contrasting environments.</p> <p>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p> <p>Computing -</p>

	<p>transport to help them in their jobs.</p> <p>Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.</p> <p>Using cameras.</p> <p>Unplugged Computing / using camera</p>	<p>Stranger danger linked to text.</p> <p>Talking about occupations and how to identify strangers that can help them when they are in need.</p> <p>Unplugged Computing / using apps</p>		<p>Explore the world around us and see how it changes as we enter Summer.</p> <p>Provide opportunities for children to note and record the weather.</p> <p>Building a 'Bug Hotel'</p> <p>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</p> <p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p> <p>Look for children incorporating their understanding of the seasons and weather in their play.</p> <p>Computing - Use the BeeBots</p>	<p>constructing their homes.</p> <p>Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.</p> <p>Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</p> <p>Space.</p> <p>Can children differentiate between land and water.</p> <p>Take children to places of worship and places of local importance to the community.</p> <p>Use bee-bots on simple maps. Encourage the children to use navigational language.</p> <p>Computing -</p>	
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Special events, people, times.	Which stories are special and why? Remembrance Day	Which people are special and why? Diwali Christmas	What places are special and why? Shrove Tuesday Chinese New Year	What times are special and why? Mother's Day Holi Palm Sunday Easter	Being special: where do we belong? Eid	What is special about our world? Summer Solstice Father's Day

<p>Expressive Arts and Design</p> <p><i>Painting, Printing, Craft, 3D modelling, messy play, collage, cutting, drama, role play, weaving, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p> <p>Musical development matters</p> <p>Music express</p>	<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>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>Pattern/Print – maths link make patterns using different colours</p>	<p>Use different textures and materials to make art linked to text.</p> <p>Listen to music and make their own dances in response.</p> <p>Castle / throne models</p> <p>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Party and Celebrations Role Play of The Nativity</p>	<p>Rousseau's Tiger / animal prints / Designing homes for hibernating animals.</p> <p>Collage owls / symmetrical butterflies</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.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</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>Make different textures.</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Collage-farm animals / Making houses.</p> <p>Pastel drawings, printing, patterns on Easter eggs,</p> <p>Life cycles, Flowers-Sun flowers</p> <p>Mother's Day crafts – pop up cards.</p> <p>Easter crafts Home Corner role play</p> <p>Artwork themed around Eric Carle / The Seasons – Art</p> <p>Provide a wide range of props for play which encourage imagination.</p>	<p>Design and make rockets. Design and make objects they may need in space, thinking about form and function.</p> <p>Learn a traditional African song and dance and perform it / Encourage children to create their own music.</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Exploration of other countries – dressing up in different costumes.</p> <p>Retelling familiar stories Creating outer of space pictures</p>	<p>Sand pictures / Rainbow fish collages</p> <p>Lighthouse designs</p> <p>Paper plate jellyfish</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Salt dough fossils</p> <p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Colour mixing – underwater pictures.</p> <p>Father's Day Crafts</p>
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Early Learning Goals – for the end of the year - Holistic / best fit Judgement

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p>ELG: Listening, Attention and Understanding</p> <p>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</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their</p>	<p>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving</p>	<p>ELG: Gross Motor Skills</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: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>	<p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives 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>ELG: Word Reading</p>	<p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>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>ELG: Numerical Patterns</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</p>	<p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <p>Describe their immediate</p>	<p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>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>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with</p>

<p>own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</p>	<p>several ideas or actions.</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults</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>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>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>environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>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: The Natural World</p> <p>Explore the natural world around them, making observations</p>	<p>others, and – when appropriate – try to move in time with music.</p>
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	<p>and friendships with peers;.</p> <p>Show sensitivity to their own and to others' needs.</p>				<p>and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	
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