



Foundation Stage Long Term Plan

	Autumn	Spring	Summer
Our Big Idea			
Any learning, or personal experiences that are linked to a place/country will be plotted on a class globe/map, so that the children are able to make links between their learning and develop a deeper understanding of the wider world.			
Themes	We Are Special Elmer The Colour Monster Nursery Rhymes How have I changed? Celebrations My Family and Our Lives	People Who Help The Nativity Percy the Park Keeper Superheroes Emergency Services Construction	Explorers Sea Explorers Pirates Air Explorers/Flight Ocean Explorers Air Explorers/Flight Arctic and Antarctica Helping the Planet
Provision Areas	Role Play • Home corner • Supermarket Small World • Dolls house • Car garage	Role Play • Percy the Park Keeper Small World • Superheroes • Percy the Park Keeper • Construction • People who help us Playhouses: Bethlehem	Role Play • Sea Explorers • Air Explorers Small World • Ocean Explorers • Pirates • Airport • Arctic Playhouses: Our Community
People of Interest	Ourselves and our families Artist Pablo Picasso	Guy Fawkes Jesus Christ People Who Help Authors Julia Donaldson Rachel Bright	Amelia Earhart Ernest Shackleton David Attenborough Jane Goodall
LEAD Values/ British Values	<p>♦ Democracy: children voting on choices related to the school day, giving children opportunities to share and valuing their voice and opinions</p> <p>♦ Rule of Law: rules and routines in the classroom and expectations around school, encouraging children to think about right choices, promoting sharing and helping children to understand safety</p> <p>♦ Individual Liberty: Providing opportunities for children to grow their self-esteem and take on challenges, risks and responsibilities, developing confidence, independence and curiosity</p> <p>♦ Mutual Respect and Tolerance: Recognising similarities and differences, having respect for all children and adults in the school setting and our wider life, thinking about different cultures and embracing them.</p>		
	LEAD value clouds LEAD, EMPOWER, ACHIEVE, DRIVE British Values Rule of Law	LEAD value clouds LEAD, EMPOWER, ACHIEVE, DRIVE British Values Tolerance	LEAD value clouds LEAD, EMPOWER, ACHIEVE, DRIVE British Values Mutual Respect
	LEAD value clouds LEAD, EMPOWER, ACHIEVE, DRIVE British Values Individual Liberty	LEAD value clouds LEAD, EMPOWER, ACHIEVE, DRIVE British Values Democracy	LEAD value clouds LEAD, EMPOWER, ACHIEVE, DRIVE British Values Recap

Cultural Capital	<ul style="list-style-type: none"> ◆ Harvest song performance to school and parents ◆ Elmer parade ◆ Cerebral Palsy Awareness ◆ Biscuit Icing 	<ul style="list-style-type: none"> ◆ Nativity ◆ Church visit ◆ RAF links – Police, Fire ◆ Making bread and toast ◆ Community Harvest – Lincolnshire Larder ◆ Bonfire Night Activities 	<ul style="list-style-type: none"> ◆ Floating and sinking, flight exploration in DT 	<ul style="list-style-type: none"> ◆ Trip to the farm ◆ World Down Syndrome Day 	<ul style="list-style-type: none"> ◆ Library visit ◆ African drumming ◆ Visit from a person from Nigeria ◆ Visit from a French teacher – learning some key words in a different language 	<ul style="list-style-type: none"> ◆ Sports Day ◆ Reception Clubs ◆ Gardening
Safeguarding	Who to talk to? NSPCC Speak Out Stay Safe PANTS - Pantasaurus	Anti-Bullying Week 13 th November PCSO visit RAF Firefighters – Fire safety PANTS - Pantasaurus	Internet Safety Day Pedestrian Training Road Safety	First Aid	Internet Safety Sun Safety	
Key High Quality Texts	<i>Book Focus: PSED Skills</i> PSED The Elmer Stories The Colour Monster The Rainbow Fish Giraffe’s Can’t Dance I Send You a Hug The Big Book of Belonging The Magic Hair Swap Linked to Theme The Little Red Hen Nursery Rhymes Rhyming Books Wonky Donkey	<i>Author Focus: Rachel Bright</i> <u>Author Focus: Julia Donaldson</u> PSED The Koala Who Could The Lion Inside The Gecko and the Echo The Wolf’s Way Home The Squirrels Who Squabbled UW Percy the Park Keeper Woodland Book The Very Helpful Hedgehog The Wide Awake Hedgehog Tree Pick a Pinetree PPC The Nativity Story Christmas Stories Rama and Sita Story Sacks The Gruffalo Owl Babies Room on a Broom A Squash and a Squeeze Monkey Puzzle Stickman Dear Zoo	<i>Book Focus: Little People, Big Dreams</i> Explorers David Attenborough Jane Goodall Amelia Earhart Ernest Shackleton The Great Explorer Picture Atlas Martha Maps it Out My Map Book Mrs Armitage’s Bike What a Waste Sea Grandma Bird Grandad’s Island Harry Saves the Ocean Little Boat The Boy Who Saved the World How Ships Work The Pirates Next Door Pirates love Underpants Lost and Found Air The Great Balloon Hullabaloo Big Book of Planes Emma Jane’s Aeroplane Mr Wolf’s Pancakes	<i>Book Focus: Little People, Big Dreams</i> Space Neil Armstrong Mae Jemison Look Inside Space Big Book of Stars and Planets The Solar System See Inside Space The Darkest Dark Alien’s Love Underpants The Way Back Home Whatever Next Beegu The First Hippo on the Moon Dinosaurs Mary Anning Harry and the... Tyrannosaurus Drip Cave Baby The Dinosaur that Pooped the Past The Dinosaur that Pooped a Planet I’m Sure I Saw a Dinosaur Farm/Spring/New Life Farmer Duck An Egg is Quiet A Nest is Noisy Odd Egg	<i>Author Focus: Eric Carle</i> Around the World Handa’s Surprise Handa’s Noisy Night Picture Atlas One Day Habitats and Minibeasts The Very Hungry Caterpillar What the Ladybird Heard Big Book of Beasts Woodland Book Oi Frog Bumble Bear One is a Snail, Ten is a Crab Peeking Underground The Bee Book Why Do We Need Bees? Why Does it Rain?	Fairytales/Traditional Tales The Three Little Pigs Goldilocks and the Three Bears Three Billy Goats Gruff Little Red Riding Hood Hansel and Gretel Jack and the Beanstalk Snow White and the Seven Dwarfs Sleeping Beauty The Princess and the Pea The Magic Crayon Bible stories The Gingerbread Man Deep Dark Woods Cinderella You Choose Fairytales Plants and Growing Eddie’s Garden Oliver’s Vegetables The Seed The Enormous Turnip

Key Songs, Rhymes and Poems	Songs The Feelings Song The Seasons Song Days of the Week Big Red Combine Harvester The Elmer Song Cherry Beet Harvest Samba Rhymes and Poems Jack and Jill Old Mother Hubbard Incy Wincy Spider Hickory Dickory Dock Humpty Dumpty Mary Had a Little Lamb Mary Mary Quite Contrary Miss Polly 10 Fat Sausages 5 Currant Buns Grand Old Duke of York Wind the Bobbin Up I love to Rhyme – Jack Hartmann Mr Tumble Nursery Rhymes The Wiggles Nursery Rhymes	Songs The Shape Song Singing Hands Christmas Songs Jingle Bells We Wish you a Merry Christmas Rudolph the Red Nose Reindeer Christmas Performance Songs Rhymes and Poems Head, Shoulders, Knees and Toes When Santa Got Stuck up the Chimney Sleeping Bunny	Songs Frosty the Snowman We’re Walking in the Air Jack Hartmann <ul style="list-style-type: none"> • Number Bonds to 5 • Number Pairs to 5 Rhymes and Poems Beginning to sing in tune – doe, ray, me BINGO – clapping	Songs Spring Chicken The Solar System Song The Planet Song Jack Hartmann <ul style="list-style-type: none"> • Number Bonds to 10 • Number Pairs to 10 Doubles Doubles Rhymes and Poems Old MacDonald Dingle Dangle Scarecrow Five Little Men in a Flying Saucer Five Little Speckled Frogs The Farmer’s in his Den	Songs Creepy Crawlies and Itchy Things Jack Hartmann <ul style="list-style-type: none"> • Number Bonds to 10 • Number Pairs to 10 Doubles Doubles Rhymes and Poems The Tiny Seed Frère Jacques	Songs End of year song – Reach for the Stars Jack Hartmann number knowledge songs Rhymes and Poems When Goldilocks Lived at the House of the Bears
♦ Cosmic Kids Yoga ♦ Cosmic Kids Zen Den ♦						
Key Movement Songs/Videos	Debbie Doo <ul style="list-style-type: none"> • Balance On One Foot • Roll Your Hands • The Twist • Round and Round • Let’s Star Jump Patty Shuckla <ul style="list-style-type: none"> • Stand Up, Sit Down • Jump Other <ul style="list-style-type: none"> • Stomp, Clap, Dance song • Do The Bear Walk 	Jack Hartmann <ul style="list-style-type: none"> • Animals in action • Animal Dance and Freeze • Boom Chicka Boom • Tooty Ta • I Can Move My Body... Jamie (Cosmic Kids) <ul style="list-style-type: none"> • My Name is Joe Koo Koo Kangaroo <ul style="list-style-type: none"> • Superheroes Unite • Monster Moves Other <ul style="list-style-type: none"> • Let’s Be Superheroes 	Jack Hartmann <ul style="list-style-type: none"> • Penguin Dance • Count to 20 and Workout Just Dance <ul style="list-style-type: none"> • A Pirate You Shall Be Koo Koo Kangaroo <ul style="list-style-type: none"> • Brrrrrrrr • All I Eat Is Pizza • Glitter • Double Scoop 	Koo Koo Kangaroo <ul style="list-style-type: none"> • Dinosaur Stomp • Shake Your Foot Just Dance <ul style="list-style-type: none"> • Jump Up (Continue with songs from Spring 1)	Jack Hartmann <ul style="list-style-type: none"> • Count to 100 and Exercise Zumba <ul style="list-style-type: none"> • Old Town Road • Minions • Wellerman • Better When I’m Dancing • Cool Down - Wannabe Koo Koo Kangaroo <ul style="list-style-type: none"> • Sticky Icky 	Go Noodle <ul style="list-style-type: none"> • Believer • Bye, Bye, Bye • Footloose Kidz Bop <ul style="list-style-type: none"> • Dance Monkey • Blinding Lights • Heatwaves • Trolls Can’t Stop the Feeling
Communication and Language						
<i>Listening, Attention and Understanding</i>	<ul style="list-style-type: none"> • Settling into Foundation Stage • Listening and joining in with stories and circle time • Nursery rhymes, rhyme and alliteration • Ourselves and Our Family 	<ul style="list-style-type: none"> • Confidence to share knowledge and understanding • Developing skills to ask and answer a range of questions • Sharing learning under the visualiser – talking about their favourite part/successes 	<ul style="list-style-type: none"> • Asking and answering how and why questions using key vocabulary and demonstrating depth of knowledge 			

<p><i>Speaking</i></p>	<ul style="list-style-type: none"> • What makes me unique? • Playground games – interacting with other children • Taking part in class discussions • What does it mean to be a good listener? 	<ul style="list-style-type: none"> • Using vocabulary influenced by books – story specific words including retelling stories • Extending vocabulary usage • Detailed discussions about key learning • Retaining key facts and information 	<ul style="list-style-type: none"> • Using a wide range of vocabulary in their play, making links to learning • Describe events in detail – using correct past tense and time connectives • Sharing learning under the visualiser – explaining process and next steps • Transition to Year 1 • Using recently introduced vocabulary (including story words) to explain understanding • Detailed discussions about key learning
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Personal, Social and Emotional Development
 ♦ Commando Joe's PSHE Scheme ♦

<p><i>Self-Regulation</i></p> <p><i>Managing Self</i></p> <p><i>Building Relationships</i></p>	<p>Executive function strategies – working memory Growth Mind Set – building confidence around coming to school, talking to others and taking part</p> <ul style="list-style-type: none"> • What makes us special – what am I good at? What makes me unique? • Being kind and staying safe – school rules and trusted adults • Getting to know each other and making friends • Our feelings • Sharing, taking turns • Waiting politely • Personal hygiene – handwashing • Getting changed for PE • Pantasaurus 	<p>Executive function strategies – working memory Growth Mind Set – beginning to understand learning expectations</p> <ul style="list-style-type: none"> • Building self-confidence to speak in front of groups and the class • Self-regulation strategies – dealing with emotions • Children to explain their thoughts and feelings to others • Building constructive and respectful relationships with adults and peers • Independent personal hygiene • Getting changed for PE with developing independence 	<p>Executive function strategies – self-control Growth Mind Set – positivity in learning</p> <ul style="list-style-type: none"> • What helps us stay healthy and safe? • British values – helping and feeling proud • Identify and moderate own feelings – self regulation • Kindness Superheroes – being kind to ourselves and thinking about others feelings New Year's resolutions • Independent personal hygiene • Getting changed for PE with developing independence • Staying healthy and clean <p>Commando Joe's</p> <ul style="list-style-type: none"> • Tanisha Teamwork • Charlie Communication • Elliot Excellence 	<p>Executive function strategies – self-control Growth Mind Set – enjoying a challenge in their learning showing resilience and challenging ourselves</p> <ul style="list-style-type: none"> • How can we help others? What makes a good friend? • Kindness balloons • Self-regulation strategies • Sharing learning – feeling proud • Being role models for behaviour and effort • Independent personal hygiene • Getting changed for PE independently • Staying healthy and clean • Online safety <p>Commando Joe's</p> <ul style="list-style-type: none"> • Parveen Positivity • Sophie Self-Awareness • Eddie Empathy 	<p>Executive function strategies – working memory, mental flexibility, self-control Growth Mind Set – challenging themselves to make links in their learning and independence</p> <ul style="list-style-type: none"> • Looking after others – developing empathy for others • Learning under the visualiser – feeling proud and explaining processes • Being role models for behaviour and effort • Getting changed for PE independently with increased speed <p>Commando Joe's</p> <ul style="list-style-type: none"> • Romeo Resilience • Incy Wincy Spider • Jack and Jill 	<p>Executive function strategies – working memory, mental flexibility, self-control Growth Mind Set – confident independent application of knowledge and skills</p> <ul style="list-style-type: none"> • Looking after others – developing empathy for others • Taking part in Sports Day • Learning under the visualiser – feeling proud and explaining processes • Being role models for behaviour and effort • Transition to Year 1 • Getting changed for PE independently with increased speed
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- Commando Joe's**
- If You're Happy and You Know it
 - Humpty Dumpty
 - Three Blind Mice
 - Row Row Row Your Boat

Physical Development

◆ Letter Join Handwriting Scheme ◆

Over the course of the year, children have the opportunity to explore a range of fine motor activities in each area of our Reception provision, linked to curriculum areas or enhanced to meet their interests. Fine motor opportunities to develop pincer grip and strength (inc. tweezers, threading, playdough, messy play, loose parts, zips and buttons, peg boards, loose parts) The children will also take part in planned and spontaneous dance, yoga and other movement throughout the school day to support gross motor development. Gross motor is a focus in the outdoor area throughout the year.

<p><i>Gross Motor</i></p>	<p>PE Autumn 1 – Fundamental Skills PE Autumn 2 – Ball Skills</p> <p>Outdoor Area</p> <ul style="list-style-type: none"> • Crates and planks – climbing and balance • Bikes and trikes – balance and coordination • Throwing and catching with large balls – aiming, refining • Parachute games • Equipment usage – balancing beams, hoops, beanbags, balls and cones etc. <p>Classroom</p> <ul style="list-style-type: none"> • Core body strength and cross body movements • Yoga and Plank challenge • Movement to number songs • Dancing to Debbie Doo – a range of movement <p>Other</p> <ul style="list-style-type: none"> • ◆ Balanceability Scheme ◆ • The Daily Mile – developing endurance • Climbing and balance – adventure trail 	<p>PE Spring 1 – Gymnastics PE Spring 2 – Ball Skills</p> <p>Outdoor Area</p> <ul style="list-style-type: none"> • Ball skills – aiming, dribbling, pushing, throwing, catching, kicking using a range of different sized balls • Using apparatus/large construction • Moving safely when using equipment/apparatus • Obstacle courses – refining balance, positional language • Equipment use – bats, balls, scoops, ribbons, beams, hoops etc. <p>Classroom</p> <ul style="list-style-type: none"> • Core body strength and cross body movements • Yoga and Plank challenge • Movement to number songs • Dancing to a range of songs (Koo Koo Kangaroo) <p>Other</p> <ul style="list-style-type: none"> • The Daily Mile – developing endurance • Climbing and balance – adventure trail 	<p>PE Summer 1 – Games (Premier Education) PE Summer 2 – Dance (Premier Education)</p> <p>Outdoor Area</p> <ul style="list-style-type: none"> • Equipment usage – skipping, balancing beams, hoops, bats, balls, beanbags and cones etc. (refining skills) • Skipping skills – independent and large rope • Basketball hoop and aiming equipment • Big blue blocks – building a range of creations, making obstacles to go under, over, through and around <p>Classroom</p> <ul style="list-style-type: none"> • Core body strength and cross body movements • Yoga and Plank challenge • Movement to number songs • Dancing to a range of songs and Zumba throughout the day <p>Other</p> <ul style="list-style-type: none"> • The Daily Mile – developing endurance • Climbing and balance – adventure trail • Getting changed for PE • Orienteering exercises
<p><i>Fine Motor</i></p>	<ul style="list-style-type: none"> • Using hand tools (cutting, playdough tools) to make changes to materials • Cutting in snips, straight lines and zig zags • Range of mark making resources to develop key skills • Finding a dominant hand, developing movement 	<ul style="list-style-type: none"> • Using hand tools (cutting, marking making tools) to make effective changes to a range of materials • Cutting big shapes • Range of mark making resources to develop key skills • Handwriting with pincer grip 	<ul style="list-style-type: none"> • Using hand tools effectively for a range of reasons • Cutting skills – cutting in a curved line and around small shapes • Range of mark making resources to develop key skills • Independently using a knife and fork

<ul style="list-style-type: none"> • Holding pencil/paintbrush beyond whole hand grasp • Posture for handwriting • Using Chalk • Large scale drawing and writing • Pencil to paper – developing muscle tone 	<ul style="list-style-type: none"> • Refined use of a paintbrush to paint lines accurately. • Posture and core strength • How to draw resources for refining pencil control and movement • Modelling of correct pencil grip and drawing/writing skills • Becoming more careful with colouring skills • Fastening zips and buttons in order to get dressed independently. 	<ul style="list-style-type: none"> • Handwriting – holding a pencil with the correct grip consistently, control and effective pencil pressure • Strength, posture, core muscle movements • How to draw resources for refining pencil control and movement • Careful colouring – inside the lines • Using different sized paintbrushes effectively • Drawing recognisable pictures and correctly formed letters
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Literacy
◆ Little Wandle Phonics Scheme ◆
 Through the year the children have access to:
 ◆ Engaging reading areas with high quality books and resources ◆ Class choice of a daily book – democracy ◆ Visits to the school library ◆ Provision and teaching linked to high quality books ◆
 ◆ Weekly access to rhymes, poems and song ◆ Role play, small world and story den areas change each half term ◆ Daily class story ◆

<i>Comprehension</i>	<ul style="list-style-type: none"> • Rhyme and rhythm • Body percussion and clapping • Listening and joining in with stories and rhymes • Sharing a book – modelled comprehension • Retelling stories • Puppets • To explore books independently and talk about what they can see from the pictures 	<i>Author focus: Julia Donaldson and Rachel Bright</i> <ul style="list-style-type: none"> • Poem, rhyme and alliteration • Body percussion and clapping • The Nativity Story • Early comprehension skills – looking at pictures • Beginning, middle end • Retelling stories including the Nativity story (story den, puppets) • Using events from stories in their play – putting stories in order 	<i>Title, Author and Illustrator</i> <ul style="list-style-type: none"> • Singing along • Making a beat to match a song • Developing comprehension skills – simple inference based on feelings and actions • Introduction to non-fiction books • Retelling stories (story den, puppets, role play, making own props and puppets) • Repeating key phrases – vocabulary from books 	<i>Title, Author, Illustrator, Contents Page</i> <ul style="list-style-type: none"> • Comprehension skills – anticipating events and prediction • Answering questions using full sentences • Whole class reading • Access to a variety of books (fiction, non-fiction, poems)Retelling stories (story den, puppets, role play, making own props and puppets) • Repeating key phrases – vocabulary from books 	<i>Author focus: Eric Carle</i> <ul style="list-style-type: none"> • Fairy tales, traditional tales and fantasy stories • Alternative fairy tales • Answering questions – how, why with increased detail • Detailed predictions • Putting a more complex story in order • Retelling stories (story den, puppets, role play, making own props and puppets) • Reading as a whole class – choral and echo • Access to a variety of books (fiction, non-fiction, poems) • Telling own stories • Use language and vocabulary linked to books in their own play and speech
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<i>Word Reading</i>	Daily Phonics ◆ Phase 2 <ul style="list-style-type: none"> • Sound discrimination Beginning to link graphemes and phonemes • Oral blending • Modelled blending • CVC blending • Phase 2 tricky words 	Daily Phonics ◆ Phase 2 <ul style="list-style-type: none"> • Recognition of phase 2 digraphs • Using sound buttons • Oral blending • Modelled blending phase 2 • Segmenting and blending CVC 	Daily Phonics ◆ Phase 3 <ul style="list-style-type: none"> • Recognition of phase 3 digraphs • Using sound buttons • Reading CVC fluently • Modelled blending phase 3 and fluent reading 	Daily Phonics ◆ Phase 3 <ul style="list-style-type: none"> • Recognition of phase 3 digrap • Strategies for longer words and endings • Reading CVC fluently • Modelled blending phase 2 and 3, 2 syllable and endings 	Daily Phonics ◆ Phase 4 <ul style="list-style-type: none"> • Recognition of phase 4 blends • Capital letters and letter names • Strategies for longer words and endings • Modelled blending phase 2 and 3 • Modelled fluent reading • Phase 4 tricky words • Fluently reading words and sentences containing phase 3 letters and high frequency/tricky words
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	<ul style="list-style-type: none"> Syllable clapping Name recognition <p><i>Reading scheme picture books</i></p> <ul style="list-style-type: none"> Initial sounds Oral blending Comprehension 	<ul style="list-style-type: none"> Phase 2 tricky words (consolidate) Syllable clapping Reading simple sentences <p><i>Reading scheme books – linked to attainment level</i></p> <ul style="list-style-type: none"> Decoding Prosody Comprehension 	<ul style="list-style-type: none"> Recognising phase 3 digraphs in words Phase 3 tricky words Echo reading Reading simple sentences <p><i>Reading scheme books – linked to attainment level</i></p> <ul style="list-style-type: none"> Decoding Prosody Comprehension 	<ul style="list-style-type: none"> Modelled fluent reading Reading simple sentences Echo reading Phase 3 tricky words <p><i>Reading scheme books – linked to attainment level</i></p> <ul style="list-style-type: none"> Decoding Prosody Comprehension 	<ul style="list-style-type: none"> Echo and Choral reading Reading simple sentences with increased length <p><i>Reading scheme books – linked to attainment level</i></p> <ul style="list-style-type: none"> Decoding Prosody Comprehension
<i>Writing</i>	<ul style="list-style-type: none"> Posture and hand strength – fine motor Practice name writing Early drawing skills – mark making with a variety of resources Use rubbing stencils Copy taught sounds and formation practice Oral segmenting Modelled segmenting 	<ul style="list-style-type: none"> Posture and pencil strength – fine motor Practice name writing Early drawing skills – tracing stencils Independent drawing Copy taught sounds and formation practice Writing CVC word labels Formation practice – phase 2 Oral rehearsal of sentences 	<ul style="list-style-type: none"> Posture and pencil grip – fine motor and consistently correct grip Consolidate name writing Using simple shapes to build up a picture Correct formation of phase 2 graphemes Developing independence in segmenting to spell. Writing labels and captions using phonic knowledge using To put a space between words List writing 	<ul style="list-style-type: none"> Posture and pencil grip – consistently correct grip Consolidate name writing Creating more complex drawings with how to draw Handwriting size and correct formation Writing simple sentences with spaces and a full stop Writing for a purpose – lists, captions, labels Writing some phase 2 and 3 tricky words correctly Phonically plausible words 	<ul style="list-style-type: none"> Posture and pencil grip – consistently correct grip Creating more complex drawings – drawing from how to draws, pictures, photos and live objects Capital letters and letter names Consistent handwriting size and correct formation Capital letters at the beginning of sentences and for names Spaces and full stops with increasing independence Writing for different purposes – letters, stories, lists, instructions Writing tricky words in phrases, captions and sentences including fiction and non-fiction writing Phonically plausible words, including longer words Use handwriting lines independently

Mathematics

♦ White Rose Maths Scheme and NCETM ♦

Maths sessions are in line with the White Rose maths skills, using some NCETM foci, linking to number blocks.

Children have opportunities daily to explore their mathematical understanding through provision in each of the Reception areas.

<i>Number</i>	<p>Numbers to 5 – recognition and writing Correspondence Early subitising skills – to 2 Outdoor maths opportunities for number recognition, ordering, writing, corresponding</p>	<p>Numbers to 10 – recognition and writing Correspondence Composition of numbers to 5 Number bonds to 5 (addition and subtraction within 5) Outdoor maths</p>	<p>Numbers to 15 – recognition and writing Correspondence to 20 Subitising to 5 in a range of ways Number bonds to 10 Early composition of number to 10</p>	<p>Numbers to 20 – recognition and writing teen numbers Addition and subtraction (C, P, A) Solving problems Composition of number – including number facts. Confidence in subitising to 5 and estimation</p>	<p>Addition and subtraction Solving problems involving addition, subtraction, doubling and sharing Composition of number – including number facts. Subitise beyond 5 Order, identify, subitise, combine and manipulate numbers to 10.</p>
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		Formation of numbers Subitise to 4	Early addition and subtraction (concrete)	Using 10 frames		
<i>Numerical Patterns</i>	Counting skills – counting songs and games up to 10 Pattern of numbers to 5 – adding one more, taking one away Counting as part of play	Counting skills – counting up to 20 Ordering numbers to 10 Numbers to 10 Using 5 frames Finding the total number in 2 groups One more and one less	Counting skills – counting beyond 20 (bridge numbers) Numbers to 15 Teen pattern of the number system Comparing quantities and groups – greater than, less than and the same Counts without starting at 1. Odds, evens and doubles	Counting skills – counting beyond 20 (bridge numbers) Odd and even numbers to 20 – finding the pattern Number patterns – teen pattern and 20 Doubling Comparing quantities and groups – how many more? Less?	Counting beyond 20 - Count to 100 songs Counting in 2s and 10s – songs and rhymes (pattern of numbers) Doubling, halving and sharing More, fewer and the same when talking about numbers and quantities	
<i>Shape, Space and Measure</i>	2D shapes – construction Early Capacity	Making patterns 2D and 3D shape names Measuring Weight	2D properties Measuring Distance Positional Language Exploring measurement	Making repeated patterns 3D properties Language of time	Measurement – length Capacity (linked to making potions) Time Directions (movement language) - Beebots Big Blue Blocks – Problem Solving	
Understanding the World						
♦ Lincolnshire Locally Agreed Syllabus for Religious Education ♦						
<i>Past and Present</i>	<ul style="list-style-type: none"> All about me - how have I changed? What can I do now? My family and special times Babies Mud kitchen Home corner and shop – our lives 	<ul style="list-style-type: none"> Christmas and the Nativity – visit to the church Remembrance Day – thinking about the past and how we remember now Christmas tree tradition Bible stories 	<ul style="list-style-type: none"> Our New Year – celebrating in the past and in different countries Shrove Tuesday Amelia Earhart – famous people of the past Transport – past and present 	<ul style="list-style-type: none"> Mary Anning – dinosaurs Neil Armstrong Dr Mae Jemison – first African American woman astronaut Dinosaur facts 	<ul style="list-style-type: none"> Places around the world – similarities and differences, past and present Rosa Parks Waddington – past and present Compared to now – roads, electricity, houses 	<ul style="list-style-type: none"> History of castles – looking at a range, why they were built and when Fairy Tales and Traditional Tales Royal Families
<i>People, Culture and Communities</i>	<i>RE ♦ Myself and Special Times for Me and Others</i> <ul style="list-style-type: none"> Rosh Hashannah Being unique 	<i>RE ♦ My Friends and Special People to Me</i> <ul style="list-style-type: none"> Christmas and the Nativity Hannukah Diwali Bonfire night – Guy Fawkes People who help us and their importance in the community 	<i>RE ♦ My Senses</i> <ul style="list-style-type: none"> Chinese New Year Valentine’s Day Pancake Day Our New Year Real life superheroes – people who help us 	<i>RE ♦ Our Special Things</i> <ul style="list-style-type: none"> Holi Easter Learning about our community – link to playhouses 	<i>RE ♦ Our Beautiful World and Our Special Places</i> <ul style="list-style-type: none"> Ramadan Eid How children in different countries live, comparing different culture and communities to our lives 	<i>RE ♦ Our Special Books Bible stories</i> <ul style="list-style-type: none"> Royal Families Fairy Tales and Traditional Tales

<p><i>The Natural World</i></p>	<p><i>Seasons and weather ♦ Autumn to Winter</i></p> <ul style="list-style-type: none"> • Harvest – where does our food come from? What is the role of the farmer and how does food get to the shop? • Forest School – making mud • Making Biscuits and Icing 	<p><i>Seasons and weather ♦ Winter</i></p> <ul style="list-style-type: none"> • Percy the Park Keeper – immediate environment • Classifying woodland and nocturnal animals • Irreversible changes – bread, toast linked to Harvest and the Little Red Hen • Magnets 	<p><i>Observing changes linked to Seasons ♦ Winter to Spring</i></p> <ul style="list-style-type: none"> • Arctic and Antarctic– location, classifying animals from different climates, inuits • Ocean explorers • Reversible changes – freezing and melting • Floating and sinking experiments – designing boats • Looking at materials for a purpose – designing planes • Developing an understanding of the world on a globe – linked to ocean and flight • Forest school – bird feeders 	<p><i>Seasons and weather ♦ Spring</i></p> <ul style="list-style-type: none"> • Looking after our environment – litter • The farm – visit to a farm Observations of animals, exploring animals and their young • Easter - understanding growth and new life (eggs, plants) • Space – facts about planets, the moon, the sun, space travel • Materials – rockets • Life cycle of a frog 	<p><i>Seasons and weather ♦ Spring to Summer</i></p> <ul style="list-style-type: none"> • Explain why things happen and how things work • Animals from different countries and continents • Minibeast facts and habitats • Life cycle of a butterfly/bee • Life of a child in other countries – culture and communities • Plotting on a world map – Our local area, landmarks, animals, key people 	<p><i>Seasons ♦ Comparison linked to Summer</i></p> <ul style="list-style-type: none"> • What do plants need to grow? • Growing plants • Light investigations • Forest school – natural potions • Potions – Scientists (discovering germs – glitter hands) • Dissolving sugar, oil, rice, flour • Materials – den building linked to the three pigs, what is the best material to use and why? Properties of simple materials
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Expressive Arts and Design

- ♦ **Kapow Music Scheme** ♦ need to add in specifics
- ♦ **Computing Scheme** ♦ need to add in specifics

Over the year children have access to a mark making area, in which they have independent access to a range of media and resources. This allows them to explore a variety of media and materials in line with their interests and topic learning.

The children have a variety of role play areas and small world areas that link to the curriculum and are also adapted to link to their interests.

Songs and dances will both be planned and spontaneous daily, and the children have access to music both inside and out.

<p><i>Being Imaginative and Expressive</i></p> <p><i>Creating with Materials</i></p>	<p>Art</p> <ul style="list-style-type: none"> • Early drawing skills • Self-portraits using mirrors linked to Pablo Picasso • Exploration of media • Large mark making opportunities • Colour monster – cutting out body parts and joining • Autumn art and colour mixing (normal paint) • Art linked to books – influenced by the colour monster, Elmer and Leaf Man • Printing with paint e.g hands, sponges <p>DT Elmer Biscuits</p> <p>Music/Performance</p> <ul style="list-style-type: none"> • Body percussion and clapping • Sweet beets • Elmer Day song and musical instruments • Claves • Big Red Combine Harvester • Singing songs and nursery rhymes • Dance and Yoga <p>Construction</p> <ul style="list-style-type: none"> • Large construction opportunities in provision • Tyres, crates and planks • Large outdoor lego 	<p>Art</p> <ul style="list-style-type: none"> • Drawing with focus on effective lines • Clay Diva lamps and Diwali Art – repeating patterns • Cutting skills • Fireworks art, exploring media and materials • Experimenting with materials, design, texture and form • Refining paint skills – a range of brushes • How to draw to develop picture drawing skills (Christmas link) • Printing using natural and manmade resources <p>DT Christmas clay crafts Bread and toast</p> <p>Music/Performance</p> <ul style="list-style-type: none"> • Stomp musical instruments • The Nativity performance • Singing a range of songs • Syllable Clapping • Singing songs • Nursery rhymes • Singing Hands <p>Construction</p> <ul style="list-style-type: none"> • Large construction opportunities in provision • Tyres, crates and planks • Large outdoor lego 	<p>Art</p> <ul style="list-style-type: none"> • Chinese New Year crafts • Chinese writing using black pen • Developing shape drawing to make pictures more specific • Using different materials to create planned effects • Cutting, sticking and joining – experimenting • Collage – pre cut paper • Using powder paint <p>DT Design, make and test a boat Design, make and test a plane Shrove Tuesday – pancakes</p> <p>Music/Performance</p> <ul style="list-style-type: none"> • Celebrations – Dragon Dance to music and exploration of a range of instruments • Making a rhythm, keeping a beat • BINGO – clapping • Beginning to sing in tune – doe, ray, me <p>Construction</p> <ul style="list-style-type: none"> • Smaller construction sets e.g. lego • Tyres, crates and planks 	<p>Art</p> <ul style="list-style-type: none"> • Henri Matisse – cutting skills • Use of ‘how to draw’ prompts to support adding detail • Space art and craft – developing a range of painting and drawing skills • Using water colour paint and oil pastel to create different effects • Collage – developing independence <p>DT Clay eggs Moving pictures – using a split pin for opening eggs</p> <p>Music/Performance</p> <ul style="list-style-type: none"> • Building a repertoire of songs and dances • Exploring different instruments • Performing songs, rhymes, poems, stories and with music • Spring Chicken <p>Construction</p> <ul style="list-style-type: none"> • Smaller construction sets e.g. lego • Tyres, crates and planks • Outdoor building bricks and blocks 	<p>Art</p> <ul style="list-style-type: none"> • Eric Carle – layering media and materials • Refining drawing and adding more detail • Line drawings of mini beast in detail, in black pen • Eric Carle around Hungry Caterpillar book and patterns • African Art – creating a wash with water colour paint • Exploring tools, techniques, colour, form, function • Observational drawings – mini beasts <p>DT Making mud huts Weaving boards – mini beasts and Africa weaving art</p> <p>Music/Performance</p> <ul style="list-style-type: none"> • African dance • African drumming • Performing songs, rhymes, poems, stories and with music • Playing instruments • Minibeast Song • Minibeast Poem <p>Construction</p> <ul style="list-style-type: none"> • Den building – frame • Fine motor construction sets • Outdoor building bricks and blocks 	<p>Art</p> <ul style="list-style-type: none"> • Andy Goldsworthy – natural resources and outdoor art • Being able to draw a picture from memory or using a photo, without needing how to draw prompts. • Making props to retell stories • Make puppets on lollipop sticks • Drawing and adding materials for a purpose • Observational Drawings – flowers and plants <p>DT Den building and construction linked to Three Pigs Designing and making potions</p> <p>Music/Performance</p> <ul style="list-style-type: none"> • Music station outside for exploration of sound • Performing songs, rhymes, poems, stories and with music • End of Year song • Chrome Music Lab • The Tiny Seed
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	<p>Messy Play Mud kitchen ♦ trays of messy play e.g. slime, jelly bath etc. Sand ♦ large construction toys, moulds Water ♦ exploration of buckets/transferring water Playdough</p> <p>Forest School Kindness crowns Making mud, mud paint</p> <p>Computing</p> <ul style="list-style-type: none"> Using a music device (CD Player, Alexa) 	<p>Messy Play Mud kitchen ♦ trays of messy play e.g. slime, jelly bath etc. Sand ♦ large construction toys, moulds Water ♦ exploration of buckets/transferring water Clay</p> <p>Forest School Weather play – rain Making boats to float in puddles</p> <p>Computing</p> <ul style="list-style-type: none"> Using simple apps such as paint Using a music device (CD Player, Alexa) 	<ul style="list-style-type: none"> Outdoor building bricks and blocks <p>Messy Play Mud kitchen ♦ dry natural resources Sand ♦ transferring using buckets, spades and rakes Water ♦ making channels, using bamboo and stands Playdough</p> <p>Forest School Weather play – snow Floating and Sinking Flight Wind toys</p> <p>Computing</p> <ul style="list-style-type: none"> Using apps for learning – maths and phonics Whole class email to other class – safety online Using a music device (CD Player, Alexa) 	<p>Messy Play Messy play ♦ moulding with clay Mud kitchen ♦ making recipes e.g. pizzas Sand ♦ transferring using buckets, spades and rakes Water ♦ making channels, using bamboo and stands</p> <p>Forest School Bird Feeders Tadpole and frog exploration</p> <p>Computing</p> <ul style="list-style-type: none"> Green screen – space and dinosaurs Whole class google search Using a music device (CD Player, Alexa) 	<ul style="list-style-type: none"> Big blue blocks <p>Messy Play Mud kitchen ♦ making recipes, adding water Sand ♦ moulding sand, using for small world opportunities and adding resources Playdough Water ♦ challenges with different amounts, using capacity containers, transferring without spillage</p> <p>Forest School Making mud huts Minibeast hunt</p> <p>Computing</p> <ul style="list-style-type: none"> Minibeast visualisation Google the animal and then ‘see in 3D’. Bee Bots Ipads to aid learning e.g. how to draws, finding out new facts Online safety Using a music device (CD Player, Alexa) 	<p>Construction</p> <ul style="list-style-type: none"> Independent den building Building houses linked to the Three Pigs Big blue blocks Fine motor construction sets <p>Messy Play Mud kitchen ♦ making potions, mixing ingredients Sand ♦ moulding sand, using for small world opportunities and adding resources Water ♦ challenges with different amounts, using capacity containers, transferring without spillage</p> <p>Forest School Nature bracelets Natural resources printing</p> <p>Computing</p> <ul style="list-style-type: none"> Acting out fairy tales on green screen Coding Critters Taking pictures on iPads Online safety Using a music device (CD Player, Alexa)
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