

EYFS Reception Long Term Planning Grid (This plan is flexible as we respond to the needs of our children) Teaching of earlier objectives may be necessary based on the needs of the children. Always remembering "No Limits" attitude to education.

Reception Long Term Planning		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	Our World/Pollution/ Link to Laudati si	Space/Xmas	Superheroes	Traditional Tales	Growth of plants and Minibeasts	Pirates/Dinosaurs	
Communication and Language Identified 3-4year learning objectives that we historically need to focus on	<ul style="list-style-type: none"> Understand a question or instruction that has two parts. Understands why questions Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. 	<p>As soon as the objectives have been achieved previously, move onto these.</p> <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Learn new vocabulary Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. 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 nonfiction to develop a deep familiarity with new knowledge and vocabulary. 					
	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Learn new vocabulary and throughout the day. 						
Literacy Comprehension Identified 3-4year learning objectives that we historically need to focus on	<p>Children will talk about the world around them, what they can see, hear and feel and experience. They will discuss stories, rhymes, poems and songs. Children will begin to use new vocabulary within conversations in different contexts with adults and children. Children will use new vocabulary within conversations in different contexts to find out more information. Children will develop their comprehension of stories. They will gain an understanding of key characters, story settings and key events. They will learn to anticipate key events in stories. Class Teacher to choose stories based upon children's interests</p> <ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. 						

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<p align="center">Literacy</p> <p align="center">Word Reading</p> <p align="center">Phonics NEED TO LINK UP TO RWI</p>	<p>The children will learn to say a sound for each letter in the alphabet. They will learn to read words consistent with their phonic knowledge by blending. They will learn to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Read, Write Ink– Phase 2 Phoneme/grapheme correspondence Blending and Segmenting words using taught letters</p> <ul style="list-style-type: none"> • 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 own names 	<ul style="list-style-type: none"> • Read some letter groups that each represent one sound and say sounds for them. • Read names and labels • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. 	<ul style="list-style-type: none"> • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment 	<ul style="list-style-type: none"> • Reading Red Ditty Reading Books 	<ul style="list-style-type: none"> • Reading Green RWI Books. 	<ul style="list-style-type: none"> • Reading Purple+
<p align="center">Continuous Objectives and Observation Checkpoints</p> <ul style="list-style-type: none"> • Read a few common exception words matched to the school’s phonic programme • Read some letter groups that each represent one sound and say sounds for them. • 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. <p>Year 1: Reading – word reading Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ apply phonic knowledge and skills as the route to decode words ♣ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught ♣ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ♣ read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings ♣ read other words of more than one syllable that contain taught GPCs ♣ read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) ♣ read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words ♣ re-read these books to build up their fluency and confidence in word reading. <p align="center">Reading – comprehension</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ develop pleasure in reading, motivation to read, vocabulary and understanding by: ♣ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ♣ being encouraged to link what they read or hear read to their own experiences ♣ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ♣ recognising and joining in with predictable phrases ♣ learning to appreciate rhymes and poems, and to recite some by heart ♣ discussing word meanings, linking new meanings to those already known ♣ understand both the books they can already read accurately and fluently and those they listen to by: ♣ drawing on what they already know or on background information and vocabulary provided by the teacher 						

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- ♣ checking that the text makes sense to them as they read and correcting inaccurate reading
- ♣ discussing the significance of the title and events
- ♣ making inferences on the basis of what is being said and done
- ♣ predicting what might happen on the basis of what has been read so far
- ♣ participate in discussion about what is read to them, taking turns and listening to what others say
- ♣ explain clearly their understanding of what is read to them

The boundary between revision of work covered in **Reception and the introduction of new work may vary according to the programme used, but basic revision should include:**

- ♣ all letters of the alphabet and the sounds which they most commonly represent
- ♣ consonant digraphs which have been taught and the sounds which they represent
- ♣ vowel digraphs which have been taught and the sounds which they represent
- ♣ the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- ♣ words with adjacent consonants
- ♣ guidance and rules which have been taught

Further to this there are the **compound words, common exception words.**

<p align="center">Literacy</p> <p align="center">Writing</p> <p align="center">Identified 3-4year learning objectives that we historically need to focus on</p>	<p>The children will learn to write recognisable letters, most of which are correctly formed. They will learn to spell words by identifying sounds in them and representing the sounds with a letter or letters. They will learn to write simple phrases and sentences that can be read by others.</p> <ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. • Write some or all of their name. • Write some letters accurately • Form lower-case and capital letters correctly • Spell words by identifying the sounds and then writing the sound with letter/s. <ul style="list-style-type: none"> • Handwriting • Name Writing • Labels 	<p>The children will learn to write recognisable letters, most of which are correctly formed. They will learn to spell words by identifying sounds in them and representing the sounds with a letter or letters. They will learn to write simple phrases and sentences that can be read by others.</p> <ul style="list-style-type: none"> • Form lower-case and capital letters correctly • Spell words by identifying the sounds and then writing the sound with letter/s. <ul style="list-style-type: none"> • Handwriting • Name Writing • Labels 	<p>The children will learn to write recognisable letters, most of which are correctly formed. They will learn to spell words by identifying sounds in them and representing the sounds with a letter or letters. They will learn to write simple phrases and sentences that can be read by others.</p> <ul style="list-style-type: none"> • Handwriting • Name Writing • Labels • Simple Sentences • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense 	<p>The children will learn to write recognisable letters, most of which are correctly formed. They will learn to spell words by identifying sounds in them and representing the sounds with a letter or letters. They will learn to write simple phrases and sentences that can be read by others.</p> <ul style="list-style-type: none"> • Handwriting • Name Writing • Labels • Simple Sentences • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. <p>Re-read what they have written to check that it makes sense</p>		
<p>End Goal for End of Nursery:</p> <p>We understand all children have different starting points, experiences and needs, we will always cater for and focus on the individual child and their individual progress however we aim for the children leaving Nursey to have a love of stories, rhymes, poems and songs. We aim for them to understand the five key concepts about print, print has meaning , print can have different purposes, we read English text from leftto right and from top to bottom, the names of the different parts of a book page sequencing. We aim for children to develop their phonological awareness, so that they can spot and suggest rhymes, count or clap syllables in a word and recognise words with the same initial sound.We want children to engage in extended conversations about stories and learning new vocabulary. We aim for our children to use some of their print and letter knowledge in their early writing and to write some letters accurately.</p> <p>End Goal for End of Reception:</p> <p>We understand all children have different starting points, experiences and needs, we will always cater for and focus on the indivial child and their individual progress however we aim for the children leaving Reception to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. They will be able to anticipate key events instories and use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>						

Children will say a sound for each letter in the alphabet and at least 10 digraphs through RWI. They will read words consistent with their phonic knowledge by sound-blending. They will read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Our children will write **recognisable letters, most of which are correctly formed, they will spell words by identifying sounds in them and representing the sounds with a letter or letters, they will write simple phrases and sentences** that can be read by others.

Year 1:

Children in Year 1 will learn to spell:

words containing each of the 40+ phonemes already taught

- ♣ common exception words
- ♣ the days of the week English – key stages 1 and 2 13 Statutory requirements
- ♣ name the letters of the alphabet:
- ♣ naming the letters of the alphabet in order
- ♣ using letter names to distinguish between alternative spellings of the same sound
- ♣ add prefixes and suffixes:
- ♣ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- ♣ using the prefix un- ♣ using ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- ♣ apply simple spelling rules and guidance, as listed in English Appendix 1
- ♣ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Writing – composition

Pupils should be taught to:

write sentences by:

- ♣ saying out loud what they are going to write about
- ♣ composing a sentence orally before writing it
- ♣ sequencing sentences to form short narratives
- ♣ re-reading what they have written to check that it makes sense
- ♣ discuss what they have written with the teacher or other pupils
- ♣ read aloud their writing clearly enough to be heard by their peers and the teacher

Handwriting

Pupils should be taught to:

- ♣ sit correctly at a table, holding a pencil comfortably and correctly
- ♣ begin to form lower-case letters in the correct direction, starting and finishing in the right place
- ♣ form capital letters ♣ form digits 0-9
- ♣ understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Writing – vocabulary, grammar and punctuation:

Pupils should be taught to:

- ♣ develop their understanding of the concepts set out in English Appendix 2 by:
- ♣ leaving spaces between words ♣ joining words and joining clauses using and
- ♣ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- ♣ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- ♣ learning the grammar for year 1 in English Appendix 2
- ♣ use the grammatical terminology in English Appendix 2 in discussing their writing

EYFS Reception Long Term Planning Grid (This plan is flexible as we respond to the needs of our children) Teaching of earlier objectives may be necessary based on the needs of the children. Always remembering "No Limits" attitude to education.

Children will develop a strong grounding in number that is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. Children will develop a secure base of knowledge and vocabulary from which mastery of mathematics. Children will develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. Although development matters discusses the mastery approach to 10, like any other area of learning we will not put a ceiling on their learning and as we follow white rose, those who are confident and ready to will continue to numbers beyond.

<p>Mathematics</p> <p>Number</p> <p>Numerical Patterns Identified 3-4year learning objectives that we historically need to focus on</p>	<ul style="list-style-type: none"> ❖ Fast recognition of up to 3 objects, without having to count them individually ('subitising'). ❖ Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. ❖ Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). ❖ Show 'finger numbers' up to 5. ❖ Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. <p>Teaching:</p> <ul style="list-style-type: none"> ❖ Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. ❖ Extend and create ABAB patterns – stick, leaf, stick, leaf. ❖ Notice and correct an error in a repeating pattern. ❖ Make comparisons between objects relating to size, length, weight and capacity. Counts objects, actions and sounds ❖ Compare numbers ❖ Continue, copy and create repeating patterns 	<ul style="list-style-type: none"> ❖ Fast recognition of up to 3 objects, without having to count them individually ('subitising'). ❖ Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. ❖ Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). ❖ Show 'finger numbers' up to 5. ❖ Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. ❖ Experiment with their own symbols and marks as well as numerals. ❖ Subitise ❖ Count objects, actions and sounds. ❖ Link the number symbol (numeral) with its cardinal number value. ❖ Compare numbers ❖ Understand the 'one more than/one less than' relationship between consecutive numbers. ❖ Explore the composition of numbers to 5 ❖ Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. ❖ Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. 	<ul style="list-style-type: none"> ❖ Subitise ❖ Count objects, actions and sounds. ❖ Link the number symbol (numeral) with its cardinal number value. ❖ Compare numbers ❖ Understand the 'one more than/one less than' relationship between consecutive numbers. ❖ Explore the composition of numbers to 10 ❖ Automatically recall number bonds for numbers 0–10 ❖ Compare length, weight and capacity ❖ Experiment with their own symbols and marks as well as numerals. ❖ Continue, copy and create repeating patterns. ❖ Continue to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 	<p>Consolidation of all knowledge, skills learnt.</p>	<ul style="list-style-type: none"> ❖ Subitise ❖ Count objects, actions and sounds. ❖ Link the number symbol (numeral) with its cardinal number value. ❖ Compare numbers ❖ Understand the 'one more than/one less than' relationship between consecutive numbers. ❖ Explore the composition of numbers to 10 and beyond ❖ Automatically recall number bonds for numbers 0–10 and beyond ❖ Compare length, weight and capacity ❖ 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 	<p>Mathematics Number ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> ❖ 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>Numerical Patterns ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> ❖ Verbally count beyond 20, recognising the pattern of the counting system; - ❖ Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; ❖ Explore and represent patterns within numbers up to 10, including ❖ evens and odds, ❖ double facts and how quantities can be distributed equally. ❖ 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
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	<ul style="list-style-type: none"> ❖ Understand position through words alone – for example, “The bag is under the table,” –with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’ ❖ Select, rotate and manipulate shapes in order to develop spatial reasoning skills. ❖ Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ 				
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End Goal for End of Nursery:
 We understand all children have different starting points, experiences and needs, we will always cater for and focus on the individual child and their individual progress however we aim for the children leaving Nursery to have a deep understanding of number language within play and use mathematical language reliably for example using more and less, same, heavy, light.... We aim for children to have a good understanding of numbers 0-5, they will be able to count out reliably and recite numbers to 5. We aim to give children all of the real-life experiences of mathematical problems for them to immerse themselves into and negotiate solving problems. We will give them the opportunity to discuss language of shape, not just 2D but also the shapes within the natural environment, such as the jagged edges, straight lines

End Goal for End of Reception:
 We understand all children have different starting points, experiences and needs, we will always cater for and focus on the individual child and their individual progress however we aim for the children leaving Reception to children will develop a strong grounding in number that is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. Children will develop a secure base of knowledge and vocabulary from which mastery of mathematics. Children will develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.
 Although the statutory framework discusses the mastery approach to 10, like any other area of learning we will not put a ceiling on their learning and as we follow white rose, those who are confident and ready to will continue to numbers beyond.

Year 1:
Number and Place Value:
 Pupils should be taught to:

- ♣ count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- ♣ count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- ♣ given a number, identify one more and one less
- ♣ identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- ♣ read and write numbers from 1 to 20 in numerals and words.

Addition and Subtraction:
 read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs

- ♣ represent and use number bonds and related subtraction facts within 20
- ♣ add and subtract one-digit and two-digit numbers to 20, including zero
- ♣ solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.

Multiplication and Division:
 solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Fractions:
 recognise, find and name a half as one of two equal parts of an object, shape or quantity

- ♣ recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

Measurement:
 compare, describe and solve practical problems for:

- ♣ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- ♣ mass/weight [for example, heavy/light, heavier than, lighter than]
- ♣ capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]

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<p>Understanding the World</p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>The Natural World</p>	<p>The children will learn about their bodies and staying healthy. They will talk about their families, friends and groups they belong to and compare and contrast themselves to others. They will talk about the lives of the people around them and their roles in society: nurse/doctor/teacher. They will know some similarities and differences between things in the past and now (birth/toddler/child), drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Talk about the lives of people around them and their roles in society. • Name and describe people who are familiar to them. • Know some similarities and differences between in the past and now – in relation to themselves and their routine – and to comment on. • To draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • To recognise some environments that are different to the one in which they live. 	<p>The children will begin to understand some important processes and changes in the natural world around them, including the seasons</p> <p>Children will explore the world around them, they will investigate, discover, be intrigued and discuss animals that are nocturnal and diurnal, space, light and dark.</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • To recognise some environments that are different to the once in which they live. • Understand the effect of changing seasons on the natural world around them. • To draw information from a simple map. 	<p>The children will begin to explore the ecologically diverse world (production of food), the connections between plants and animals and the world around them. They will make observations and drawing pictures of animals. They will learn about similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> • To understand that some places are special to members of their community • To draw information from a simple map. • Comment on images of familiar situations in the past. • Understand the past through settings, characters and events encountered in books read in class and storytelling 	<p>Children will begin to understand animals that live in Britain and similar and different animals in other countries drawing on knowledge from stories, nonfiction texts and maps. They will explore the natural world around them, making observations and drawing pictures of animals. They will begin to 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>They will become aware that dinosaurs, woolly mammoths, dodo/animals were once alive but are now extinct. They will understand some important processes and changes in the natural world around them, including extinction of animals.</p> <ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books read in class and storytelling • To recognise some environments that are different to the once in which they live. 	<p>The children will explore the natural world around them, making observations and drawing pictures of animals and plants. They will begin to understand what is needed to grow and environments which are suitable and not suitable.</p> <p>They will 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.</p> <ul style="list-style-type: none"> • To recognise some environments that are different to the once in which they live. 	<p>The children will 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.</p> <ul style="list-style-type: none"> • To recognise some environments that are different to the once in which they live. • Understand the past through settings, characters and events encountered in books read in class and storytelling
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Continuous Objectives and Observation Checkpoints

- Understand the effect of changing seasons on the natural world around them.
- Describe what they see, hear, and feel whilst outside.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Explore the natural world around them
- Understand the effect of changing seasons on the natural world around them.
- Understand the past through settings, characters and events encountered in books read in class and storytelling
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- 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

End Goal for End of Nursery:

We understand all children have different starting points, experiences and needs, we will always cater for and focus on the individual child and their individual progress however we aim for the children leaving Nursery to have a good understanding of their **own life story and family history**. We aim for them to understand and develop **positive attitudes and to be respectful towards the similarities and differences of them and others**. We aim for them to develop their understanding of the world around them and **to know that there are different countries and to talk about the similarities and differences** they have experienced of can see. We aim for them to understand and develop **positive attitudes and to be respectful towards the similarities and differences of them and others**.

their senses to explore and discuss the differences between materials and changes. We want them to explore the natural environment and materials and discuss the similarities and differences within their properties using the vocabulary learnt.

We aim for children to understand **how plants and animals grow and to understand the importance of being respectful and taking care of our natural world.** We would like them to show **interests in different occupations and how things work** discussing different forces.

End Goal for End of Reception:

We understand all children have different starting points, experiences and needs, we will always cater for and focus on the individual child and their individual progress however we aim for the children leaving Reception to have a good understanding of their **own life story and family history, naming and describing the people who are familiar to them as well as talking about their community and their role in society.** We aim for the children to know some similarities and differences between **things in the past and now**, drawing on their experiences and what has been read in class for them **to understand the past through settings, characters and events** encountered in books read in class and stories. Children will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and **maps.** They will 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. They will be able to 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.

They will explore the natural world around them, making observations and drawing pictures of animals and plants. They will 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.

They will understand some important **processes and changes in the natural world around them, including the seasons and changing states of matter.**

Year 1: Science:

At the end of Year 1 children will learn the following knowledge and skills.

Plants:

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- Identify and describe the basic structure of a variety of common flowering plants, including trees.

Animals, including humans:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores Science
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Everyday Materials:

- distinguish between an object and the material from which it is made

identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock

- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties.

Seasonal Changes:

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.
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Working Scientifically:

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

History Year 1:

Chronological Understanding

- Sequence events in their lifetime
- Sequence 3 or 4 images/artefacts from distinctly different periods of time

- Match objects to people of different ages
- Can talk about past events in their own life
- Can use terms such as now, then, old, new, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.

Knowledge and Understanding:

- To recall some facts about people/events before living memory.
- To say why people may have acted the way they did.
- To tell the difference between past and present in their own lives and other people's lives.

Historical Interpretation

- To talk about some of the different ways that the past is recorded or represented.

Historical Enquiry

- To use different sources (photos, film, artefacts and books) to find out about the past
- To explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?"
- To look at objects from the past and ask questions i.e, "What were they used for?" and try to answer.

Organisation and Communication

- To communicate what they understand in different ways e.g. speaking, role play, pictures
- To sort events or pictures into then/now
- Tell stories about the past.
- Talk, write and draw about things from the past.

Vocabulary Progression:

Long ago
Yesterday
Museum
Church
Local

Geography Year 1:

Locational Knowledge:

- To talk about human environment and the local areas. To identify a range of human environments, such as the local area and contrasting settlements and describe them and some activities there.
- To make observations and describe the local area and the nearest green space.
- To talk about a natural environment, naming its features using some key vocabulary.
- The children to use an atlas to locate on a map four countries and capital cities of the UK

Celebrations and Festivals / RE

- Special Stories

- Halloween
- Bonfire Night/Diwali
- Christmas/Christmas Story
- Christingle
- Special People

- Chinese New Year
- Shrove Tuesday
- Mother's Day
- Special Places

- Easter
- Special Times

- Belonging

□ Special World

Religions:

Muslim and Christianity
Sikh, Buddhism, Judaism.

EYFS Reception Long Term Planning Grid (This plan is flexible as we respond to the needs of our children) Teaching of earlier objectives may be necessary based on the needs of the children. Always remembering "No Limits" attitude to education.

<p>Physical Development</p> <p>Gross Motor</p> <p>Fine Motor</p>	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start to eat independently and learning how to use a knife and fork. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Provide sensory activities Provide positional language/ directional games. <p>Travelling and Movements</p>	<ul style="list-style-type: none"> Progress towards a more fluent style of moving, with developing control and grace. Combine different movements with ease and fluency. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Develop fine motor skills- holding pencil correctly, using scissors etc Rope and string work during forest school. <p>Dance</p>	<ul style="list-style-type: none"> Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Shelter building during forest school. Tool use, woodland and traditional craft, fire lighting and cooking during forest school. <p>Ball Skills</p>	<ul style="list-style-type: none"> Combine different movements with ease and fluency Use their core muscle strength to achieve a good posture Develop the foundations of a handwriting style which is fast, accurate and efficient. Develop precision, developing their hand-eye co-ordination during forest school. <p>Gymnastics</p>	<ul style="list-style-type: none"> Confidently and safely use a range of large and small apparatus indoors and outside and in a group. Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines Use their core muscle strength to achieve a good posture They will have the opportunity to practise using small tools which allows children to develop proficiency, control and confidence. <p>Climbing and balancing ??</p>	<ul style="list-style-type: none"> Know and talk about factors that support health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. <p>Games</p>
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Getset4PE – See plans

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

- Develop overall body-strength, balance, co-ordination, and agility
- Hand Washing
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- 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 spoon.

<p>Expressive Art and Design</p> <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p>	<p>Andy Goldsworthy Male, British Sculpture / land art Georgia O'keefe maybe</p> <ul style="list-style-type: none"> Natural Colour Pattern Shape Sculpture – sand – playdough – fimo 	<p>Jackson Pollock – Male, American Painter, abstract Bridget Riley – British, woman, Op art. Wassily Kandinski – Male - Abstract</p> <ul style="list-style-type: none"> Abstract Line and shape Printing Pattern colour 	<ul style="list-style-type: none"> Roy Lichtenstien – Male – Pop Art <p>GEORGES SEURAT</p> <p>Mondrian</p> <ul style="list-style-type: none"> Revisit Andy Goldsworthy environmental work 	<p>Friedensreich Hundertwasser – Male – Austrian –</p> <ul style="list-style-type: none"> Drawing Painting colour Oils Responding to Music and Songs Responding to Music and 	<p>Henri Matisse French, Male, Abstract</p> <ul style="list-style-type: none"> Abstract Art Collages Shape and colour Songs, instruments, dance and dances from around the world. 	<p>ALMA THOMAS</p> <ul style="list-style-type: none"> Drawing Painting colour Oils Responding to Songs Responding to Songs
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	<ul style="list-style-type: none"> Environmental and contemporary art Self portraits Outline of faces Cutting leaves Forest school Ourselves Songs and Rhymes and songs from around the world. Create collaboratively sharing ideas, resources and skills. Watch and talk about dance and performance art, expressing their feelings and responses. Sing a range of well-known nursery rhymes and songs 	<ul style="list-style-type: none"> Flicking Dripping Painting Responding to Music and Songs Explore, use and refine a variety of artistic effects to express their ideas and feelings. 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. Sing a range of well-known nursery rhymes and songs 	<ul style="list-style-type: none"> Drawing Painting colour Oils Responding to Music and Songs Responding to Music and Songs Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups. Sing in a group or on their own, increasingly matching the pitch and following the melody Sing a range of well-known nursery rhymes and songs 	<p align="center">Songs</p> <ul style="list-style-type: none"> Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups. Sing in a group or on their own, increasingly matching the pitch and following the melody Sing a range of well-known nursery rhymes and songs 	<ul style="list-style-type: none"> Animal Songs/noises, Instruments and Music Develop storylines in their pretend play. Watch and talk about dance and performance art, expressing their feelings and responses. Sing a range of well-known nursery rhymes and songs <p>Georgia O’Keeffe American, Female, abstract art</p> <ul style="list-style-type: none"> Drawing Line Painting Pop Art Food colour Art using technology Sculpting – fimo- clay Layering Responding to Music and Songs Plant Growth Songs, Instruments and Music Explore and engage in music making and dance, performing solo or in groups. Sing a range of well-known nursery rhymes and songs 	<p>Sara Sze (Seamless)</p> <ul style="list-style-type: none"> Sculpture Model Problem solving Line Shape Sturdy
	<p>The children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will share their creations, explaining the process they have used. They will make use of props and materials to play characters in narratives and stories. The children will invent, adapt and recount narratives and stories with peers and their teacher. They will learn to sing a range of well-known nursery rhymes and topical songs related to their topic. They will perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Sing in a group or on their own, increasingly matching the pitch and following the melody. Listen attentively, move to and talk about music, expressing their feelings and responses. Return to and build upon their previous learning, refining ideas and developing their ability to represent them. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 					
<p>Personal, Social and Emotional Development</p> <p>Building Relationships</p> <p>Managing Self</p>	<p>Knowing our experience of previous cohorts within BSCP, we have broken down further needs we have identified that need to be taught in relation to PSED and Emotional Regulation and using ROAR.</p> <p>Introduce ROAR EYFS</p>	<p>Children will be introduced to the ROAR characters, what they mean and identifying them throughout the day in what children do:</p> <p>Zones of Regulation as part of ROAR</p> <p>Children will talk about how emotions feel on our own bodies.</p>	<p>Children will learn how to use the ROAR thermometer.</p> <p>Children will identify emotions on their own bodies.</p>	<p>Children will learn techniques to help with identified emotions.</p>	<p>Embed, apply and celebrate all learning, rectify misconceptions and address any needs.</p>	<p>Embed, apply and celebrate all learning, rectify misconceptions and address any needs.</p>

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<p>Self-Regulation</p>	<p>Children will become familiar with the ROAR rainbow and will start to use the number system appropriately.</p> <p>Children will identify and name emotions within books, stories and film.</p>					
<p>Taken from Development matters, running through the whole year:</p> <ul style="list-style-type: none"> • Build constructive and respectful relationships. • See themselves as a valuable individual • Express their feeling and consider the feelings of others • Show resilience and perseverance in the face of a challenge • Identify and moderate their own feelings socially and emotionally • Think about the perspectives of others • Manage their own needs 						
<p>Executive Functioning's CoET&L</p> <p>All of these objectives are ongoing throughout the year however we have identified when they often need to be explicitly focused on.</p>	<p>Playing and Exploring:</p> <ul style="list-style-type: none"> • Make choices and explore different resources and materials • Realise that their actions have an effect on the world, so they want to keep repeating them. <p>Active Learning:</p> <ul style="list-style-type: none"> • Participate in routines • Begin to predict sequences because they know routines. • Sort materials. For example, at tidy-up time • 	<p>Playing and Exploring:</p> <ul style="list-style-type: none"> • Plan and think ahead about how they will explore or play with objects. <p>Creating and thinking critically</p> <p>Review their progress as they try to achieve a goal. Check how well they are doing.</p>	<p>Throughout the whole of the curriculum adults are constantly encouraging, modelling language of, teaching and giving children the experiences to strengthen the functions this includes:</p> <ul style="list-style-type: none"> ❖ Holding information in their mind ❖ Focus their attention ❖ Regulate their behaviour ❖ Plan what to do next <p>These abilities contribute to the child's growing ability to self-regulate:</p> <ul style="list-style-type: none"> ❖ Focus their thinking ❖ Monitor what they are doing and adapt ❖ Regulate strong feelings ❖ Be patient for what they want ❖ Bounce back for when things get difficult 			
<p>Playing and Exploring:</p> <ul style="list-style-type: none"> • Guide their own thinking and actions by talking to themselves while playing. • Make independent choices. Do things independently that they have been previously taught. • Bring their own interests and fascinations into early years settings. • Respond to new experiences that you bring to their attention. <p>Active Learning:</p> <ul style="list-style-type: none"> • Show goal-directed behaviour • Use a range of strategies to reach a goal they have set themselves • Begin to correct their mistakes themselves. • Keep on trying when things are difficult <p>Creating and thinking critically:</p> <ul style="list-style-type: none"> • Take part in simple pretend • Review their progress as they try to achieve a goal. Check how well they are doing. • Solve real problems • Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. 						

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	<ul style="list-style-type: none"> • Use pretend play to think beyond the 'here and now' and to understand another perspective • Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions. 					
Possible Trips	❖ Croxteth park	➤ Post office Letter to Santa	❖ Superhero party	❖ Film night	❖ Museum	❖ Pirate Pizza Party
Forest School, Bush Craft and Den Making	<p>DISCUSS WITH JOE</p> <p>During the course of the year the children will take part in a variety of shared experiences and develop skills which will include: studying wildlife, playing team and group games, communication/friendship sensory activities, phonics activities, physical movement, rope and string work, art and sculpture, developing stories and drama, shelter building, tool use, woodland and traditional craft, fire lighting and</p> <p>The children will explore our sensory world and will develop their gross and fine motor skills as well as their strength, co-ordination and positional awareness. They will have opportunities to develop the strength, stability, balance, spatial awareness, co-ordination and agility. They will have opportunity to develop fine motor control and precision whilst developing their hand-eye co-ordination.</p> <p>They will have the opportunity to practice using small tools which allows children to develop proficiency, control and confidence.</p>					