

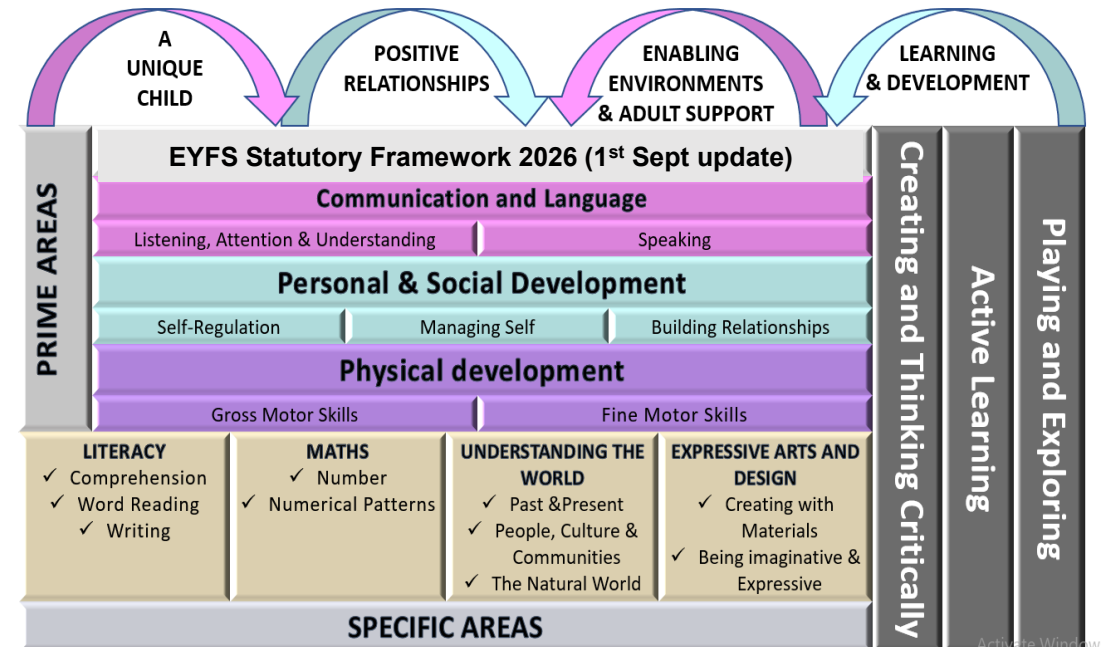
Reception Long Term Plan 2026-27



“At The Federation of Middleham and Spennithorne School, we aim to ‘**give our children healthy roots, through trusting god, to enable them to live fruitful lives: to love learning, to care for the environment in which they are planted and to prosper in whatever they do**’. This runs through everything we do, from lessons, our learning environment both indoors and outdoors to visits and visitors. Our school is an amazing place to be and the staff and children are all very proud to be part of the FED-MAS family!”

At FED-MAS, we are dedicated to fostering an environment where children feel valued and loved, with staff who take pride in building strong relationships with both parents and children. We aim to provide all children with a wealth of opportunities to learn through play, ensuring that their experiences are enjoyable and engaging. Our commitment lies in both challenging and supporting each child, regardless of their starting point.

We implement our curriculum through a harmonious blend of adult-led and child-initiated activities, aligned with the current **EYFS Statutory Framework (updated 1st Sept 2026)** and tailored to reflect children's interests. Each child is treated as an individual, and we are devoted to nurturing the development of the 'whole child'. Our goal is for children to transition into Key Stage 1 as happy, self-assured, and independent learners with a passion for learning and the confidence to pursue their ambitions, knowing that we are steadfast in our support of their journey”

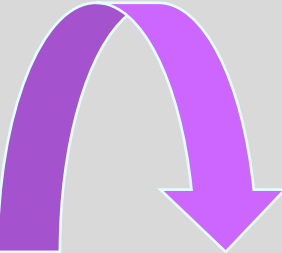




	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes NB: These themes may be adapted at various points to allow for children's interests	 Marvellous Me! Starting school / Feelings New Beginnings – New Class My family – Where I live Growing Up (Once there were Giants) PSED focus – relationships and feelings Being Kind/Staying Safe Staying Healthy/Food Brilliant Bodies/Senses Oral Health People who help us – Dentist, Nurse, Fire, Police etc	 Celebrations through the Seasons Birthdays, Weddings and Family Celebrations Bonfire night celebrations Diwali Remembrance Day Hanukkah The Nativity Christmas Letters to Father Christmas	 Buses, boats and blast off! Around the Town – Middleham, Spennithorne, Leyburn. How do I get there? – Types of transport Where in the world have you been? – London study Where do we live in the UK/world? Space Travel -Fly me to the moon! Tim Peakes - study Vehicles past and Present Design your own transport! Explorers	 Let's Go On Safari! Animals around the world Climates / Hibernation Animal Arts and crafts Night and day animals Animal patterns David Attenborough Animal Habitats – World wide and UK (forest, school field/garden, farms, pets) Mini Beasts – continue in Summer 1 Life Cycles and Food Chains continue in Summer 1	 Ready, steady, grow! The great outdoors Forest Schools Plants & Flowers Weather / seasons Planting beans/seeds Make a sculpture: Andy Goldsworthy Reduce, Reuse & Recycle Fun Science / Growing Life cycles –frogs, butterfly, plants (sunflower)	 Back in time Compare: Now and then! Seaside/Holidays in the past Pollution in the sea Lighthouses – Grace Darling Dinosaurs - Fossils – Mary Anning Pirates Compare Now and Then – Schools and our school year. Compare Now and Then – Toys, Technology Castles/Royalty/Fairytales – Past and Present Historical Figures- Little People, Big Dreams books
High quality Texts books from '50 recommended reads for reception' to be included in each topic area and chosen to vote on each week. (Voting Basket)	Our Class in a Family – Shannon Olsen Once there were Giants – Martin Waddell Pete the Cat – Rocking in my School Shoes. Incredible You! – by Rhys Brisenden The Colour Monster & Goes to school The Great Big Book of Families – Mary Hoffman You Choose – Pippa Goodhart Real Superheroes – Julia Seal Supertato – Sue Hendra Shine by Sarah Asuquo So much by Trish Cooke Funnybones – Allan Ahlberg Little People Big Dreams Owl Babies – Martin Waddell (family link) Dogger – Shirley Hughes Let's Build a House – Mick Manning	Guy Fawkes : PowerPoint Bonfire Night – Fireworks Pumpkin Soup – Helen Cooper Hovis The Hedgehog – Lynda Leigh-Crawford Jolly Christmas Postman Rama and Sita The Story of Hanukkah - Hannukah the Festival of Light- Bonnie Bader The Christmas Story Where The Poppies Now Grow All Are Welcome Christmas stories each day – Christmas advent calendar Little Glow- Katie Sahota Supertato Carnival Catastro-pea – Sue Hendra Seasons – Hannah Pang	The Naughty Bus – Jan Oke Mr. Gumpy's Outing – John Burningham Grandad's Island – Benji Davies The Train Ride- June Crebbin Oi! Get off my train! –John Burningham The Little Engine That Could – Watty Piper The Great Explorer- Chris Judge Astro Girl- Ken Wilson-Max Whatever Next!-Jill Murphy Bob, Man on the Moon- Simon Bartram Beegu – Alexis Deacon The Way back Home - Oliver Jeffers Non- Fiction – Fact Books	Let's Go on Safari!- Kate Gillman Williams South African Animals – Lindiwe Mabuza Don't Let Them Disappear by Chelsea Clinton The Ugly Five – by Julia Donaldson Giraffes Can't Dance – G Andreae The Emperors Egg – Martin Jenkins One Plastic Bag – Miranda Paul Amazing Animal Journeys – Chris Packham Tiger who came to tea – Judith Kerr Diary of a wombat- Jackie French Handa's Hen – Eileen Browne Animal Habitats – Uk based - Forest, Farm, Pets	The Tiny Seed –Eric Crle Ten Seeds – Ruth Brown Oliver's Vegetables – Vivian French Jack and the Beanstalk, Enormous T Jasper's Beanstalk –Nick Butterworth Supertato – Run Veggies – Sue Hendra A stroll through the seasons – Kay Barnham Seasons Books Rosa Explores Life Cycles – Jessica Spanyol Non-fiction - Plants and Animals growing The Tadpoles Promise –Jeanne Willis Tad – Benji Davies	Blue Planet David Attenborough Little People Big Dreams Sharing a Shell – Julia Donaldson Pirate Books The Oak Tree – Julia Donaldson Snail and the Whale – Julia Donaldson The Lighthouse Keeper's stories – David and Ronda Armitage World Atlases – Oceans Peepo – Allan Ahlberg Then and Now – Tracy Sato When I Was Young – James Dunbar Children in History – Victorians, Toys and Games Peek inside a Castle – Usborne book What Did The Tree See? – C. Guillain
'Wow' moments Enrichment Celebrate class Birthdays	Grandparents Day – Reading Link Autumn Walk – Treasure Hunt Visitors – Dentist, Police, Fire, Nurse, Parents National Fitness Day 16 th Sept European Day of Language – 26 th Sept Sukkot Festival (Jewish) –25 th sept-2nd Oct World Mental Health Day – 10 th Oct	Halloween – 31 st Oct Guy Fawkes / Bonfire Night – 5 th Nov Diwali- 8 th Nov Remembrance day – 11 th Nov World Nursery Rhyme W.C 11 th Nov Anti Bullying Week – W.C 16 th Nov World Kindness day – 13 th Nov Children in Need – 13 th Nov Hanukkah (Jewish) – 4 th -12 th Dec Christmas Jumper Day – 10 th Dec Christmas Nativity/ Church – Dec Christmas Stay & Play - Parents	Post a letter – Walk Map work - Journeys Role play – London Bus/transport link Trip to Leyburn Station Lunar New Year – 6 th Feb Goat storytelling week – W.C -30 th Jan Children's Mental Health – W.C 1 st Feb Ramadan –Begins 7 th Feb Safer Internet – 9 th Feb Shrove Tuesday –9 th Feb Ash Wed/Lent Begin – 10 th Feb	Zoo Lab visit Let's go on Safari –(Book and virtual trip) Local community animal visits Vets Roleplay St David's Day 1 st March World Book Day 4 th March Holi (Hindu)– 22 nd March British Science W.C 5 th March (Weather links) Red Nose – 19 th March St Patrick's Day – 17 th March Easter Stay & Play - parents	Foxglove Covert Trip School Garden Activities Lifecycles and look after – Butterfly, Stick Insects Nature Scavenger Hunt/walk Tadpoles in class Easter 26 th – 29 th March St George's Day - 23 rd April Earth Day 22 nd April Gardening week – 26 th April -2nd May World Bee Day – 20 th May	Under the Sea – singing songs and sea shanties Pirate Day -Find the Treasure Dress up as Knights/Princesses – roleplay area Toy Museum - Roleplay End of year family picnic Healthy Eating Week –wc 10 th June Transition activities – events Summer Stay & Play session



Reception Long Term Plan 26-27

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  OVER ARCHING PRINCIPLES	Characteristics of Effective Learning Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others. <i>PLAY: At FED-MAS, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'</i> EYFS Team We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.					

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Our FED-MAS values  A PLACE TO LEARN, LOVE & GROW "Blessed is the one who trusts in the Lord, whose confidence is in him. They will be like a tree planted by the stream: that sends out its roots by the stream: it does not fear when heat comes; its leaves are always green. It has no worries in a year of drought and never fails to bear fruit." Jeremiah 17: 7 - 8	Cycle A - Values: Love Cycle B - Values: Love <u>Love</u> Guess How Much I Love You – Sam McBratney I Love you, stinky face – Lisa McCourt Hug – Jez Alborough Love is – Diane Adams How to catch a star – Oliver Jeffers Love Makes a Family – Sophie Beer I love You to the Moon and Back – Amelia Hepworth The Invisible String – Patrice Karst <u>Self belief/Hope</u> Gruffalo – Julia Donaldson How to Catch a Sta – Oliver Jeffers Incredible You – Rhys Brisenden The Lion Inside – Rachel Bright Smudge The Littlest Elephant – Susan Samuels There's Only One You – Kathryn Heling	Cycle A - Values: Compassion Cycle B - Values: Kindness <u>Compassion:</u> We're All Wonders – It's a No-Money Day – Kate Milner My Pet Star – Corrinne Averiss The Smile Shop – Satoshi Kitamura <u>Kindness:</u> Dogger,- Shirley Hughes Room on the broom – Julia Donaldson Lost and Found – Oliver Jeffers Kindness is my Superpower – Alicia Ortego Kindness makes us Strong – Sophie Beer The Invisible Boy – Trudy Ludwig Have You Filled a Bucket Today – Carol McCloud Kind – Alison Green	Cycle A - Values: Truthfulness Cycle B - Values: Community <u>Truthfulness</u> Finn's Little Fibs – Tom Percival Honesty is My Superpower – Alicia Ortego <u>Community</u> Little Glow – Katie Sahota (Festivals) Here We Are – Oliver Jeffers Everybody's Equal – Patricia Hegarty Everyone Belongs – Heather Avis The Perfect Fit – Naomi Jones	Cycle A - Values: Hope Cycle B - Values: Forgiveness <u>Forgiving</u> Tiger and Badger – Emily Jenkins <u>Resilience:</u> Peace at last – Jill Murphy After the Storm- Nick Butterworth Peter and the wolf Kevin the Cat with the Magic Hat Up and Down – Oliver Jeffers Monkey Puzzle – Julia Donaldson The Way Back Home – Oliver Jeffers	Cycle A - Values: Friendship Cycle B - Values: Joy <u>Friendship</u> Lost and Found – Oliver Jeffers Simon Sock – Sue Hendra Meesha Makes Friends – Tom Percival <u>Patience</u> Again! And then it's spring- Julie Fogliano Waiting is not easy – Mo Willems Tilda Tries Again – Tom Percival Mabel and the Mountain – Kim Hillyard <u>Independence:</u> Iggy Peck architect – Andrea Beaty Lost and found – Oliver Jeffers The missing Piece – Jordan Stephens The Way Back home- Oliver Jeffers	Cycle A - Values: Trust Cycle B - Values: Courage <u>Trust/Peace Responsibility:</u> One world Bog baby – Jeanne Willis The great kapok Tree – Lynne Cherry <u>Courage:</u> The Lion Inside – Rachel Bright Tomorrow I'll Be Brave – Jessica Hische Jambari Jumps – Gaia Cornwall A Little Bit Brave – Nicola Kinnear <u>Respect:</u> Bog Baby - Jeanne Willis Little Rabbit Foo Foo The Great Kapok Tree- Lynne Cherry
	It goes without saying that we want our children to reach their potential academically whilst here at FED-MAS. But education is about so much more than this. Our Federation vision and values are at the root of our curriculum and we seek to give our children healthy roots, to enable them to learn and live fruitful lives: to love one another, to care for the environment in which they are planted and the wider world, and to grow in whatever they do. Our Core Christian values of : love, trust, thankfulness, forgiveness, friendship and patience, are at the centre of everything we do at the Federation of Middleham (VA) and Spennithorne (VC) CE Primary Schools. They help us live out our motto of 'Fruitful lives, Rooted in love: A Place to learn and grow'.					



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British Values Sharing Circles These values are promoted through various activities, including: • Storytelling and discussions that explore different perspectives and experiences. • Opportunities for children to make choices and participate in decision making. • Creating a positive and inclusive environment where diversity is celebrated. • Collaborating with children to create class rules and understand their purpose. • Organising local trips to places of worship or community events.	Introduce to British Values Democracy Children are encouraged to make choices, participate in group activities, and express their opinions, fostering a sense of their own voice and agency. We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Mutual Tolerance Children are exposed to diverse experiences, learn about different cultures, and develop empathy and understanding for those with different beliefs. Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Taught through celebrations	Individual liberty Children are supported to make choices, develop self-confidence, and learn about their rights and responsibilities within the setting. We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Rule of law Children learn about rules and boundaries, understanding that rules are important for safety and fairness, and they may participate creating class rules. We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules	Mutual respect Children are encouraged to treat others as they would like to be treated, to understand and value individual differences, and to challenge prejudice or discrimination. We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.	Recap all British Values By actively promoting these fundamental British Values, early years settings aim to equip children with the knowledge, skills, and attitudes necessary to become responsible, respectful, and tolerant citizens of a diverse society. Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
Assessment opportunities	In-house - Baseline data on entry National Baseline data by end of term Phonics assessments Key word assessments EYFS team meetings	On going assessments Pupil progress meetings Parents evening info EYFS team meetings In house moderation End of term Assessments Phonics assessments Key word assessments	GLD Projections for EOY Cluster moderation EYFS team meetings Phase meeting and internal moderations	Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments Phonics assessments Key word assessments	Cluster moderation EYFS team meetings	Pupil progress meetings Reports Phonics assessments Key word assessments EYFS team meetings EOY data
Parental Involvement	Stay and Play session Dojo involvement Parents picnic/walk Open Evening/New Parents	Dojo involvement Parents Evening Stay and Play – Christmas Nativity Play	Dojo involvement	Dojo involvement Parents Evening Stay and Play - Easter Activities	Dojo involvement	Dojo involvement Parents Evening - optional Stay and Play End of year family events.



Diversity Texts to be read throughout the year during story time sessions

People from ethnic minority backgrounds (Main Characters)	Cultural diversity	Neurodiversity	Physical disabilities	Different families
So much – Trish Cooke Astro Girl – Ken Wilson-Max Full, Full, Full of love – Trish Cooke 15 things not to do with a puppy – M Mcallister Jabari Jumps & Jabari Tries – Gaia Cornwall Izzy gizmo – Pip Jones Little people big dreams books Spreading my Wings – Nadiya Hussain New Baby – Sarah Shaffi & Isobel Otter Love – Corrinne Averiss	The Great Big Book Of Families – Mary Hoffman Maisie’s Scrapbook – Samuel Narh Hats Of Faith – Medeia Cohan The Jasmine Sneeze – Nadine Kaadan Golden Domes and Silver Lanterns - Hena Khan The Best Diwali Ever – Sonali Shah Shu Lin’s Grandpa – Matt Goodfellow In My Mosque – M.O. Yuksel Not Now, Noor! – Farhana Islam The Can Caravan – Richard O’Neill	We’re all wonders – R.J Palacio Perfectly Norman- Tom Percival Incredible You – Rhys Brisenden I See Things Differently – Pat Thomas Mr Gorski, I think I have the wiggle fidgets – (ADHD) Barbara Esham What makes me a me? Ben Faulks Talking Is Not My Thing – Rose Robbins The Perfect Fit – Naomi Jones All Are Welcome- Alexander Penfold	It’s Ok to be Different - Sharon Purtill When Charley met Emma - Amy Webb Only one you – Linda Crans Don’t call me special Happy to be me Millie gets her super ears Amazing – Steve Antony What Happened to You? – James Catchpole Susan Laughs – Jeanne Willis This is Me! – George Webster	The Pirate Mums – Jodie Lancet- Grant My Two Grandads – Floella Benjamin The Girl with Two Dads – Mel Elliot More People to Love Me – Mo O’Hara Our Class is a Family – Shannon Olsen Love Makes a Family- Sophie Beer Is That Your Mama? – Patrice Lawrence My Daddies! – Gareth Peter It’s a No-Money Day – Kate Greenaway My Magic Family – Lotte Jeffs The Great Big Book Of Families – Mary Hoffman



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Communication and Language Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added , practitioners will build children's language effectively. Reading frequently to children , and engaging them actively in stories , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts , will give children the opportunity to thrive. Through conversation, story-telling and role play , where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures .					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions. Daily story time using high quality texts (from the EYFS Recommended reads list) 	Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? About family routines and special occasions Show an interest in the lives of other people Follow instructions (settling in, putting my things away) Develop vocabulary: Golden Thread of Language. Model talk routines through the day. For example, arriving in school: "Good morning, how are you?")	Tell me a story! Develop vocabulary: Discovering Passions Tell me a story – retelling stories linked to the celebration topics. Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary. Link stories to celebrations and seasons	Tell me why! Using language well Ask's how and why questions... Retell a story with story language Remember key points from a story Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. I can describe events (Chinese New Year, Class Trip, Explore London, different countries, places) Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	Explain to me! Word Aware: explore vocab Reciting poems and songs I can learn and recite, poems and songs: Rhyme of the week Tell me a story - retelling stories Articulate a life cycle I can listen to and engage in and talk about selected non-fiction I can articulate my ideas and thoughts into well-formed sentences I ask questions to find out more about nature, animals and the great outdoors.	Can you recount an event? Explore Vocab I can learn and recite, poems and songs: Rhyme of the week I can listen to, engage in and talk about non-fiction Using the iPad to take a photograph I can describe events in some detail: foxglove trip, frog life cycle, stick insects, animal visits. Plant beans, care for them and watch them grow.	Tell me about differences? Explore Vocab I can learn and recite, poems and songs: I can talk about similarities and differences between things in the past and now – schools, seaside, castles, photographs etc I can talk about the experiences I have had at different points in the school year. I can talk about how I have changed over time.(My Life's Timeline)



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Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
Managing Self Self regulation Making relationships	<u>Me and My Relationships</u> All about me What makes me special Me and my special people Who can help me? My feelings x 2 Oral hygiene: teeth cleaning linked to the dental nurse Handwashing Class rules: Behavioural expectations in the class/boundaries set Class rules	<u>Valuing Difference</u> I'm special you're special Same and different Same and different families Same and different homes I am caring Kind and caring I know what it means to be respectful and to be treated with respect Encourage Independence in thought and actions.	<u>Keeping Safe</u> What's safe to go on to my body. Keeping myself safe – What's safe to go into my body. (Including Medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe SMART rules	<u>Rights and Respect</u> Looking after my special people. Looking after my friends. Being helpful at home and caring for our classroom. Caring for our world Looking after money 1 – recognising, spending, using. Looking after money 2 – saving money and keeping it safe. Healthy eating: Fruit kebabs/making a fruit smoothie Caring for our school garden.	<u>Growing and Changing</u> Seasons Life stages - plants, animals, humans. Life stages: Human life stage, who will I be? Where do babies come from? Getting bigger Me and my body - girls and boys Being kind to living creatures Taking care of animals (frogs/butterflies)	<u>Being my Best</u> Bouncing back when things go wrong. Yes, I can! Healthy eating My healthy body Move your body A good night's sleep Continue Healthy Eating/Lifestyle/Revisit Oral Hygiene Importance of exercise Transition into Year 1 Year 1 readiness
	Early learning Goals: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly . Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate . Give focused attention to what the teacher says , responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. * Controlling own feelings and behaviours *Applying personalised strategies to return to a state of calm *Being able to curb impulsive behaviours *Being able to concentrate on a task *Being able to ignore distractions *Behaving in ways that are pro-social *Planning *Thinking before acting *Delaying gratification * Persisting in the face of difficulty.					



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Physical development Fine motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Daily opportunities for Fine Motor Activities Gross motor Weekly Cosmic Kids Yoga Lesson, Joe Wicks 5 min workouts, wake up shake up 	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Taking shoes off and putting them on	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / zips Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Draw pictures that are recognisable Build things with smaller linking blocks, such as Lego
	weekly PE session Complete PE Scheme of Work PE Coach – Locomotion: Walking Teacher – Dance: Ourselves	weekly PE session Complete PE Scheme of Work PE Coach – Ball Skills – Hands 1 Teacher – Health and Wellbeing	weekly PE session Complete PE Scheme of Work PE Coach –Gymnastics –Moving Teacher – Gymnastics - High and Low	weekly PE session Complete PE Scheme of Work PE Coach- Dance – Nursery Rhymes Teacher – Ball skills – Hands 2	weekly PE session Complete PE Scheme of Work PE Coach –Ball skills – Feet Teacher – Locomotion - Jumping	weekly PE session Complete PE Scheme of Work PE Coach – Rackets, bats, balls and balloons Teacher – Games for understanding Sports day
	CONTINUOUS PROVISION; Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play- climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good options From Development Matters 20': Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. 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.					



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General Themes	Marvellous Mel	Celebrations through the Seasons	Buses, boats and blast off!	Let's Go On Safari!	Ready, steady, grow!	Back in time
Literacy Comprehension - Developing a passion for reading Children will visit the school library frequently Word Reading (Children to work in groups during the daily Little Wandle Reading Sessions)	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
	I can show a preference for a book, song or rhyme.	I can talk about events and characters in a story read to me. I can join in with rhymes and stories. I can fill in missing words from well-known rhymes	I can show interest and answer simple questions about the text I use words that I know to check my reading makes sense	I can demonstrate understanding when talking about what I have read I can repeat words or phrases to check my reading	I am beginning to notice if my reading makes sense and looks right I think about what I already know to help me with my reading I can say rhymes by heart I can sometimes notice errors I know that illustrations can help me make sense of my reading	I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG) I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)
	Phonic Sounds: (Whole class and intervention groups) I can handle books correctly and follow print left to right, top to bottom I can locate the title I can segment and blend words orally I can recognise words that rhyme	Phonic Sounds: (Whole class and intervention groups) I can link most sounds to letters I am beginning to blend and segment in order to read vc and cvc words I am beginning to match spoken word to written word (1 to 1 cor) across 2-3 lines of print I can read some Phase 2 words including some tricky words	Phonic Sounds: (Whole class and intervention groups) I can locate and recall the title I can read with 1-1 correspondence I can read some common irregular words (Phase2/3) I can link all sounds to letters I can solve simple words by blending sounds and I check what I read makes sense and sounds right	Phonic Sounds: (Whole class and intervention groups) I can read and understand simple sentences I can use phonic knowledge to read and decode regular words I can read all Phase 2 words I can read some of Phase 3 words	Phonic Sounds: (Whole class and intervention groups) I can read phase 3 words (decodable and tricky) I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG) I can read words consistent with my phonic knowledge by sound blending (ELG) I can re-read books showing increased accuracy and fluency	Phonic Sounds: (Whole class and intervention groups) Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG) End of term assessments Transition work with Year 1 staff





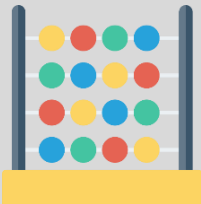
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Mel	Celebrations through the Seasons	Buses, boats and blast off!	Let's Go On Safari!	Ready, steady, grow!	Back in time
Writing	Texts as a Stimulus: See lists of topic linked books on page 2. Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Name writing Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Writing for a purpose in role play PHASE WORDS	Texts as a Stimulus: See lists of topic linked books on page 2. Name writing, labelling using initial sounds, story scribing. Retelling stories, letter writing (to Santa) Support children to identify the sounds that are difficult to spell in their chosen words. Sequence a story PHASE WORDS	Texts as a Stimulus: See lists of topic linked books on page 2. Writing tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing a short sentence in a meaningful context. Recount – Trip to Leyburn Train Station PHASE WORDS	Texts as a Stimulus: See lists of topic linked books on page 2. Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Character descriptions. Order the Easter story Labels and captions – life cycles Recount – Zoo lab visit PHASE WORDS	Texts as a Stimulus: See lists of topic linked books on page 2. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Writing captions and labels, writing simple sentences. Form lower-case and capital letters correctly. Rhyming words. Acrostic poems Recounts of trips – Foxglove Covert PHASE WORDS	Texts as a Stimulus: See lists of topic linked books on page 2. Non fiction writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description – sea creatures Recount – Pirate day/Summer family picnic. PHASE WORDS

Texts may change due to children's interests





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me!	Celebrations through the Seasons	Buses, boats and blast off!	Let's Go On Safari!	Ready, steady, grow!	Back in time
Maths <i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi</i>	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently , develop a deep understanding of the numbers to 10 , the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives , including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics , look for patterns and relationships , spot connections , ‘ have a go ’, talk to adults and peers about what they notice and not be afraid to make mistakes.					
	<u>White Rose Maths (WRM)</u> Getting to know you (2 weeks - baseline) Establish maths through routines (tens frame buses, 100 days in school, calendar activities) Match, Sort & Compare (2 weeks) Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts Talk about measure and patterns (2 weeks) Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns	<u>WRM</u> It's Me 1, 2, 3 (2 weeks) Find 1, 2 and 3 Subitise 1, 2 and 3 Represent 1, 2 and 3 1 more 1 less Composition of 1, 2 and 3 Circles and triangles (1 week) Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position 1, 2, 3, 4, 5 (2 weeks) Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1-5 Shapes with 4 sides (1 week) Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night	<u>WRM</u> Alive in 5 (2 weeks) Introduce zero Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more 1 less Composition Conceptual subitising to 5 Mass and Capacity (1 week) Compare mass Find a balance Explore capacity Compare capacity Growing 6, 7, 8 (2 weeks) Find 6, 7 and 8 Represent 6, 7, and 8 1 more 1 less Composition of 6, 7 and 8 Make pairs-odd and even Double to 8 (find/make a double) Combine 2 groups Conceptual subitising Length, Height and Time (1 week) Explore length Compare length Explore height Compare height Talk about time Order and sequence time	<u>WRM</u> Building 9 and 10 (3 weeks) Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts) Doubles to 10 (find a double) Doubles to 10 (make a double) Explore even and odd Explore 3D shapes (2 weeks) Recognise and name 3D shapes Find 2D shapes within 3D shapes Use 3D shapes for tasks 3D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment	<u>WRM</u> To 20 and beyond (2 weeks) Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns How many now? (1 week) Add more How many did I add? Take away How many did I take away? Manipulate, compose and decompose (2 weeks) Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2D shape pictures Find 2D shapes within 3D shapes	<u>WRM</u> Sharing and grouping (2 weeks) Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles Visualise, build and map (3 weeks) Identify units of repeating patterns. Create own pattern rules. Explore own pattern rules. Replicate and build scenes and constructions. Visualise from different positions. Describe positions. Give instructions to build Explore mapping. Represent maps with models Create own maps from familiar places. Create own maps and plans from story situations. Make connections (1 week) Deepen understanding Patterns and relationships





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me!	Celebrations through the Seasons	Buses, boats and blast off!	Let's Go On Safari!	Ready, steady, grow!	Back in time
Computing						
Our aim is that children leave FED-MAS: - having had their lessons brought to life through ICT - as responsible digital citizens who are able to make the most of opportunities presented by the changing digital world - thinking about the safe use of the internet before accessing online material and know who to turn to for help when needed - being able to confidently debug and solve problems 	Identify everyday technology: links to technology at home Make marks on a digital device to communicate their ideas To screenshot using the home and lock buttons interact with simulation software - use a package to produce a picture on screen - understand that 'output' is the result of a trigger (pressing the play button) - control a programmable toy - talk about how everyday technology is controlled SMART RULES: - to tell an adult if they see something on a digital device that upsets them - to know not to give out any information about themselves - to know that not everything they see on the internet is true	To know that ICT may be used to communicate information electronically To know that digital devices can present information in a variety of ways To navigate their way around an iPad and operate several apps confidently To understand the basic functions of an iPad (home button, lock button and volume buttons) SMART RULES - to tell an adult if they see something on a digital device that upsets them - to know not to give out any information about themselves - to know that not everything they see on the internet is true	Use a range of devices to record information in a range of formats (text, image, sound) Interact with multimedia software: children to send a video/photo to parents on Dojo SMART RULES - to tell an adult if they see something on a digital device that upsets them - to know not to give out any information about themselves - to know that not everything they see on the internet is true	Identify how technology is used to share information (Google Maps) SMART RULES - to tell an adult if they see something on a digital device that upsets them - to know not to give out any information about themselves - to know that not everything they see on the internet is true	To know the difference between computer based activities (painting changes can easily be made, text can be deleted etc): use a programme to represent an animal of their choice SMART RULES - to tell an adult if they see something on a digital device that upsets them - to know not to give out any information about themselves - to know that not everything they see on the internet is true	To know that information may be stored on a digital device - explore a website - collect and sort information using ict - produce a simple program SMART RULES - to tell an adult if they see something on a digital device that upsets them - to know not to give out any information about themselves - to know that not everything they see on the internet is true There is no ELG for computing since it was removed in 2021.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me!	Celebrations through the Seasons	Buses, boats and blast off!	Let's Go On Safari!	Ready, steady, grow!	Back in time
Understanding the world Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness. 	Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	- Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. I can describe people who are familiar to me - Show interest in the lives of other people who are familiar to me - I can recognise that people have different beliefs and celebrate special times in different ways - Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. - I can show an interest in different occupations and ways of life <u>Kapow – EYFS Science</u> - I can learn about my body part - I can discover how our bodies change. - I can explore similarities and difference and how we are unique. - I can talk about things I have observed such as animals - I show care for living things (pets) - I can ask questions about aspects of my familiar world such as the place where I live or the natural world DAILY COLLECTIVE WORSHIP	- Guy Fawkes: compare and contrast character from stories, including figures from the past: looking at clothes - I can talk about significant events in my own experience, weddings, past Christmas', birthdays. - I can talk about why things happen: making party cakes./making playdough. - I can recognise and describe special times or events for family or friends - Follow planning – Incarnation Why do Christians perform Nativity plays at Christmas? - School Nativity play. <u>Kapow – EYFS Science</u> - Learn about the seasons and seasonal change. - Learn about the Weather and links to seasons DAILY COLLECTIVE WORSHIP	- Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. - Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. - Use bee-bots on simple maps. Encourage the children to use navigational language. - Look out for children drawing/painting or constructing their homes. - Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? <u>Kapow – EYFS Science</u> – Explore Outer Space Discover why rockets are important. - Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. - Can children differentiate between land and water. - Take children to places of worship and places of local importance to the community. <u>Kapow – EYFS Science</u> - Discover different types of transport - Explore different types of machines - Explore forces (push/pull) - Explore floating and sinking DAILY COLLECTIVE WORSHIP	- Similarities and differences between countries/environments/Africa/Animals using Handa's Hen - Maps of our journey to school/looking on Google Earth: features of local environment, maps of local area comparing places on Google Earth: how are they similar/different? - I can describe special events (Easter) - Growth & Change: chick life cycle - Environment: care can concern: chicks - I can tell you what a plant needs to grow (growing the beanstalk) - I can understand the key features of the life cycle of a plant and animal - Building a Bug Hotel - Use our senses to explore outdoors - Look for children incorporating weather and seasons in their play, - Use Bee Bots <u>Kapow – EYFS Science</u> - Learn that animals are living things - Discover where animals live and what they need to survive. - Discover birds, farm animals in our local area. - Learn about insects and invertebrates DAILY COLLECTIVE WORSHIP	- Growth & Change: frog life cycle - I can show care and concern for living things in the environment - I can start to develop an understanding of growth, decay and changes over time - I can talk about some of the things I have observed such as plants, animals, natural and found objects - What can we do here to take care of animals around the world? - Compare animals from a jungle and a farm. - Environments /habitats – Nocturnal animals - Use video clips, shared texts and other resources to bring the wider world into the classroom. <u>Kapow – EYFS Science</u> - Discover that plants are living things - Learn about plants and where they come from - Explore how to look after plants DAILY COLLECTIVE WORSHIP	- Materials: Floating / Sinking – boat building Metallic / non-metallic objects - Seasides long ago – compare and contrast past and present - Share non-fiction texts that offer an insight into contrasting environments. - Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. - I can draw information from a simple map - I can talk about ways in which I can look after the environment - Pirate maps (maps of school to find treasure) - Fossils at the seaside – Jurassic coast <u>Kapow – EYFS Science</u> Materials – Living and non-living Materials changing shape, process, different materials DAILY COLLECTIVE WORSHIP
	RE /Festivals Being special: where do we belong? Belonging to their family Being part of the FED-MAS family. Expressing F4 (NYCC) Which times are special and why? Festivals – Harvest, Sukkot, Diwali	F4 continued – Which times are special and why? (UC) Incarnation - Why do Christians perform Nativity plays at Christmas? Festivals – Diwali, Christmas, Hanukkah	Believing F2 (NYCC) Which people are special and why? Festivals - Chinese new year, Epiphany, Ash Wednesday/Shrove Tuesday, St David's Day, Shivaratri	(UC) Salvation – Why do Christians put a cross in an Easter garden? Easter – Palm Sunday, Passover S Festivals - start of Ramadan /Holi	Expressing F3 (NYCC) Which places are special and why? Awe and wonder: growth and change of animals and plants Festivals – Eid, Shavuot	(UC) God/Creation Why is the word 'God' so important to Christians? Summer Solstice



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me!	Celebrations through the Seasons	Buses, boats and blast off!	Let's Go On Safari!	Ready, steady, grow!	Back in time
Expressive Arts and Design <i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i> <i>Work will be displayed in the classroom</i> <i>lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i>	The development of children's artistic and cultural awareness supports their imagination and creativity . It is important that children have regular opportunities to engage with the arts , enabling them to explore and play with a wide range of media and materials . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	Join in with songs beginning to mix colours Build stories around toys (small world) use available props to support role play Build models using construction equipment. Junk modelling, take picture of children's creations and record them explaining what they did. Exploring sounds and how they can be changed, tapping out of simple rhythms. Play pitch matching games, humming or singing To draw a self-portrait (enclosing lines): draw definite features To draw/paint pictures of their family and pets. Feelings: taking photos of children acting out emotions Drama conventions through literacy	Use different textures and materials to make firework pictures Listen to music and make their own dances in response. Christmas decorations, Christmas cards, Divas, Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Making a stick man using natural objects Music: Christmas Songs Drama conventions through literacy Role Play Party's and Celebrations. Role Play – Nativity <u>Kapow – EYFS Art and Design</u> Aut1 and 2 Painting and Mixed Media	Design and make rockets. Design and make objects they may need in space, thinking about form and function. Design a vehicle for a purpose – Room on the broom Junk modelling – houses, bridges, boats, transport. Learn a traditional song and dance and perform it on our outdoor stage or in class. Explore costumes from other countries/cultures Role play – dressing up Create space pictures (Van Gogh starry night) Making lanterns, Chinese writing, puppet making, Chinese music and composition <u>Kapow – EYFS Art and Design</u> Spring 1 and 2 – Sculpture and 3D	Make different textures; make patterns using different colours Rousseau's Tiger / animal prints / Designing homes for hibernating animals. Artwork themed around African Art Learn a traditional African song and dance and perform it / Encourage children to create their own music. Observational drawings of animals – Zoo lab minibeasts Exploration of other countries – dressing up in different costumes Easter crafts printing, patterns on Easter eggs I can combine media to make a collage (collage chick) Easter Crafts Observational drawings of plants and flowers. Drama conventions through literacy	Collage owls / symmetrical butterflies Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g Make flowers. Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Children will explore ways to protect the growing of plants by designing scarecrows. Observational drawings of plants Andy Goldsworthy natural art Rubbings of leaves/plants <u>Kapow – EYFS Art and Design</u> Summer 1 and 2 – Seasonal Crafts over the year.	Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. Colour mixing – underwater pictures. Making models from recycled materials: link to keeping our sea clean Using clay to make a coil pot (link to the curled shell in Sharing a Shell) Salt dough fossils Puppet shows – Children to use a wide range of props for play which encourage imagination. Sand pictures – coloured sand Drama conventions through literacy



Reception Long Term Plan 26-27

Early Learning Goals – for the **end of the year** - Holistic / best fit Judgement!

Communication and Language 	Personal, social, emotional development 	Physical Development 	Literacy 	Maths 	Understanding the World 	Expressive arts and design 
ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	ELG: Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers;. Show sensitivity to their own and to others' needs.	ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.	ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG: Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	ELG: Number 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. ELG: Numerical Patterns 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.	ELG: Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.