







# St Vincent's: EYFS Long Term Plan 21-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme (but not limited to...)	<p>It's Good to be Me!</p> 	<p>Superheroes and Super celebrations!</p> 	<p>Animals on land and under the sea</p> 	<p>Are we nearly there yet? Transport and journeys</p> 	<p>Once upon a time... Traditional tales</p> 	<p>Growing and the great outdoors!</p> 
STV Values 'Be safe, be kind'	Love, compassion, curiosity, reflection, forgiveness, reconciliation, aspiration, resilience.					
Possible Ideas / lines of enquiry  These mini ideas within the themes may change or be replaced depending on child interest or fascination	All about me, my family, houses and homes, pets, birthdays	People who help us, comics, superheroes of interest, birthdays, special events / weekly news, Autumn, Halloween, Bonfire Night, Diwali, Christmas, Toys of the past, Christmas around the world.	Winter, Different types of weather, animals in winter, Where in the world? (Comparing our weather to other countries <b>Artic and the North Pole</b> ) Chinese New Year, Valentines Day.	Spring, vehicles, destinations, comparing vehicles, sizes, locations for vehicles e.g. gondalas in Italy, passports, countries known to us.	Traditional tales (alternative versions), puppets, storytelling and writing, role play, characters.	Summer, Mini beasts (insects), Ourselves (growing and moving on) Plants, exploring food (healthy food choices), gardening
Experiences and WOW moments	Sharing photographs from home and special boxes, introduction of Class bear.	Autumn walk around field and local area Fire Brigade visit / visit fire station.	Winter Hunt, Making ice experiment. Comparing egg sizes with	Launching rockets, Bottle cap experiment, local litter walk. Easter egg hunt.	Baking & cooking, educational visit/workshop Food tasting-different cultures	Butterfly life cycles / Life cycle of a frog (observation of growth), beach day.

	What do I want to be when I grow up? - Video for parents	Visit from key workers (police, nurses, doctors etc) Black history month Remembrance day Hannukah Children in need Cooking marshmallows on the fire Christmas nativity. Food tasting from different cultures. Boxing food for the food bank.	Emperor penguins. Chinese new year Random acts of kindness Valentines Day Internet safety	Spring walk -signs of spring. Travel agents role play, holiday destination themed day e.g. Africa/Spain/china etc Planting seeds outside Weather experiments Weather videos Mother's Day Queen's birthday Science week	Start of Ramadan Eid D-day Let's fly- role play and green screen	Making a salad /healthy lunch. Sunflower growing competition growing /harvesting vegetables. Gardening the edible garden Father's Day Healthy eating week World environment day Anniversary of the NHS Parent's picnic
Role play table themes/ideas  *Role play area will be a home corner throughout the year and will change with resources being added e.g. moving boxes, Christmas, cinema night.*	Home corner	Superhero headquarters  Santa's workshop	Jungle  Igloo	Train station Travel agents	Hansel and Gretel's sweetie house	Garden Centre
COEL- Overarching principles	<p><b>Playing and exploring:</b> - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					

	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone - embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p>PLAY: At St Vincent's, 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.'</p>					
Assessment opportunities	On entry baseline RE baseline Speech and language EAL Benchmarking VCOP	On going assessments Baseline analysis Mini reports to parents EYFS team meeting In house moderation VCOP Benchmarking Autumn data Phonics assessment	Trust moderation? Pupil progress/EOY projections GLD EYFS team meetings SLT meetings Phonics meetings Parents evening	On going assessments Spring Data Phonics assessment	On going assessment Trust moderation? EYFS team meeting	On going assessment Pupil progress Summer reports Summer data and LA submission
Family involvement	Staggered start Welcome evening Proud clouds	Proud clouds Nativity Mini reports	Proud clouds Mystery readers	Proud clouds Art gallery/workshop Mystery readers	Proud clouds Mystery readers	Proud clouds Mystery readers Father's Day assembly

	Use of Tapestry Phonics/reading workshop Informal coffee morning with family worker Class bear	Bedtime book	Chinese new year cooking Parents evening		Educational visit (TBA)	End of year report Performance Parent's picnic
Possible texts and 'old favourites'	<p><b>Autumn 1:</b></p> <p>So Much! Spot goes to School Brown Bear, Brown Bear. Kipper's Birthday Owl babies Funny bones What I like about me! Pete the Cat: Rocking in my school shoes My Family Our Heroes/Supertato Mr &amp; Mrs Birthday</p> <p><b>Autumn 2:</b></p> <p>Pumpkin Soup Hodge the Hedgehog Happy Hedgehog Band. The Christmas Book Bible stories Kipper's Christmas Book Sparks in the Sky We're Going on a Pumpkin Hunt The Jolly Christmas Postman Supertato Superworm</p>		<p><b>Spring 1:</b></p> <p>Alfie's Weather Kipper's Snowy day. Penguin Small Polar Bear, Polar Bear. Dear Zoo I am the King The Gruffalo Rumble in the jungle Commotion in the ocean The rainbow fish Billy's bucket</p> <p><b>Spring 2:</b></p> <p>We're going on an Easter Hunt The Naughty Bus Mr Gumpy's outing Whatever Next Beegu The train ride Amazing aeroplanes Whatever Next The Man on the Moon D.K: Weather.</p>		<p><b>Summer 1:</b></p> <p>Traditional tales &amp; alternative stories</p> <ul style="list-style-type: none"> <li>- The three billy goats fluff</li> <li>- The true story of the three little pigs</li> <li>- Jack and the baked beanstalk</li> <li>- Diverse traditional tales</li> </ul> <p><b>Summer 2:</b></p> <p>Titch Jasper's Beanstalk The very Hungry Caterpillar Oliver's Vegetables The Tiny Seed Handa's Surprise Spinderella</p>	

	People who help us various texts	The Easter Story				
<p><i>Communication and language</i></p> <p><i>Whole EYFS Focus - C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, EYFS productions, assemblies and weekly interventions.</i></p> <p><i>**Daily Storytime**</i></p>	<p><i>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.</i></p>					
<b>C&amp;L Focus</b>	<p>Welcome to EYFS</p> <p>Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals /</p>	<p>Tell me a story!</p> <p>Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and</p>	<p>Tell me why!</p> <p>Using language well Ask's how and why questions... Discovering Passions Retell a story with story</p>	<p>Talk it through!</p> <p>Describe events in detail - time connectives Discovering Passions Understand how to listen carefully and why listening is</p>	<p>What happened?</p> <p>Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each</p>	<p>Time to share!</p> <p>Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the</p>

	<p>dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p>responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.</p>	<p>language Story invention - talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it?" Sustained focus when listening to a story</p>	<p>illustration and relate it to their own lives</p>	<p>world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>
<p>Personal, Social and Emotional Development</p>	<p><i>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.</i></p> <p><i>Autumn 1 &amp; 2 and Spring 1 Self regulation foci: 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.</i></p>					

<p><b>PSED/UTW: Coram/Ten Ten</b></p> <p>PSED Foci</p> <p>Island time- small groups</p>	<p>Ten Ten: Unit 1: religious understanding</p> <p>Unit 2: Me, my body, my health</p> <p>New Beginnings See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines Supporting children to build relationships Dreams and Goals</p>	<p>Coram: Valuing differences</p> <p>Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>	<p>Coram: Keeping myself safe</p>	<p>Coram: Rights and responsibilities</p>	<p>Coram: Being my best</p>	<p>Ten Ten: Module 2 Unit 3: Keeping Safe</p>
<p>RE</p>	<p>God's World</p>	<p>God's Family</p>	<p>Getting to know Jesus</p>	<p>Sorrow and Joy</p>	<p>New Life</p>	<p>The Church</p>
<p><b>Physical Education</b></p> <p><b>PE with Coach: Big Moves</b> Physical activity /series of body movements and holds.</p> <p><b>Funky fingers- Early Years Emily (Youtube)</b></p>	<p><i>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.</i></p> <p><i>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.</i></p> <p><i>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</i></p> <p><i>Develop overall body-strength, balance, co-ordination, and agility</i></p> <p><b>From Development Matters 20':</b></p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</i></p>					

	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p>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.</p>					
<p>Fine Motor</p> <p>Weekly dough disco Weekly funky fingers session</p>	<p>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</p>	<p>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.</p>	<p>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 / Cutting with Scissors</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed</p>	<p>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 / Draw a cross</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego</p>
<p>Gross Motor</p> <p>Ideas and themes for the outdoor learning space</p>	<p>Cooperation games i.e. parachute games. Climbing - outdoor equipment Different ways of moving to be explored with children Changing for PE / Help</p>	<p>Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride</p>	<p>Ball skills- aiming, dribbling, pushing, throwing &amp; catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a</p>	<p>Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p>	<p>Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide</p>	<p>Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling</p>



	individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options	wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics ./ Balance		opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	pressured to join in. Gymnastics ./ Balance
PE with Coach *Skills will be incorporated into outside provision*	Ball skills	Gym (rolls and jumps)	Dance	Team Games	Gym (apparatus)	Athletics and Sports Day
Literacy	<i>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>					
Comprehension - Developing a passion for reading  Children will take a pleasure book home from class library weekly.	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: -	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Story Maps. Retelling of stories. Editing of story maps and orally retelling	World book day Information leaflets about animals (pets, wild, sealife). Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech	Making up stories with themselves as the main character - Using Tales Toolkit strategy. Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to	Stories from other cultures and traditions Variations of traditional tale stories Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a

	<p>print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book</p> <p>Sequencing familiar stories through the use of pictures to tell the story.</p> <p>Recognising initial sounds. Name writing activities.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>new stories. Non-Fiction Focus</p> <p>Retelling of stories. Sequence story - use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p> <p>Enjoys an increasing range of books</p>	<p>that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events</p>	<p>RWI. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read</p>	<p>words. Parents reading stories</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story.</p> <p>May include labels, sentences or captions.</p> <p>Writing short stories</p> <p>Writing alternate endings</p>	<p>non-fiction is a non-story- it gives information instead. Fiction means story.</p> <p>- Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.</p>
<p>Reception Reading /Phonics</p> <p>RWI scheme (see plan)</p>	<p>Phonic Sounds: RWI Set 1 whole class</p> <p>Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to</p>	<p>Phonic Sounds: RWI Whole class</p> <p>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting</p>	<p>Phonic Sounds: RWI Whole Class</p> <p>Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help</p>	<p>Phonic Sounds: RWI Whole Class</p> <p>Reading: Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-</p>	<p>Phonic Sounds: RWI Differentiated groups:</p> <p>Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing</p>	<p>Phonic Sounds: RWI Differentiated groups</p> <p>Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of</p>

	<p>stories with attention and recall. Help children to read the sounds speedily. This will make soundblending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p>diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p>children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p>	<p>sound correspondences they know: 'rabbit', 'himself', 'jumping'. Children should not be required to use other strategies to work out words.</p>	<p>capital letters and lower case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.</p>	<p>term assessments Transition work with Year 1 staff</p>
<p>Writing  **Only ask the chn to write sentences once they have enough phonics knowledge**</p>	<p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages - Create a Message centre!</p>	<p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for porridge. Help children identify the sound that is tricky to spell. Sequence the story Write a sentence</p>	<p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board.</p>	<p>Writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions - life cycles Recount - Writing 2 sentences</p>	<p>Story writing Alternate endings Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Acrostic poems</p>	<p>Story 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 - Writing 3 sentences</p>
<p>Mathematics</p>	<p>Number and Place Value Numbers to 5</p>		<p>Number and Place Value Numbers 6, 7, 8</p>	<p>To 20 and Beyond</p>		

<p>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." - Shakuntala Devi</p>	<p>Subitising Comparing groups within 5 Comparing quantities of identical objects / non identical objects</p> <p><b>Addition and Subtraction</b> Change within 5 One more / one less</p> <p><b>Number and Place Value</b> Numbers 4, 5, ,6,7,8 Subsiding Early doubling</p> <p><b>Time</b> First / then / now</p> <p><b>Spatial thinking and shape</b> 2D / 3D Shape Creating patterns</p>		<p>Making Pairs / Combining different groups</p> <p><b>Numbers 9, 10</b> Building 9 and 10 Early doubling Subsiding</p> <p><b>Shape</b> <b>2D / 3D Shape</b></p> <p><b>Numbers 7, 8, 9, 10</b> Halving Doubling Sharing Subitising</p>		<p>Building numbers beyond 10 10-15</p> <p>Counting patterns beyond 10</p> <p><b>Patterns</b> Making more complex pattern Find my pattern</p> <p><b>Number</b> Numbers 16, 17, 18, 19, 20 Halving, doubling, sharing Subitising</p> <p><b>Measure</b> Length,, Weight, capacity</p>	
<p><b>Understanding the world</b></p>	<p><i>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.</i></p>					
<p><b>UTW Experiences</b></p> <p><b>Not limited to just these. Will be regularly reviewed depending cohort and will be flexible to react to child interest and events.</b></p>	<p>Studying our families and ourselves (different cultures and respect for all)</p> <p>Family Tree Day</p>	<p>Cooking: melting chocolate.</p> <p>Autumn changes Leaf study</p> <p>Mud Kitchen investigation</p>	<p>Winter weather changes</p> <p>Studying frost, snow, ice.</p> <p>Ice experiment: How can we make ice? How can we melt ice the quickest? .</p>	<p>Gravity: Rocket launching</p> <p>Thrust: Bottle cap experiment.</p> <p>Easter / spring changes (new life)</p> <p>People of the past: Jesus</p>	<p>The needs of a plant experiment</p> <p>Growing plants /flowers: sunflower competition, growing a bean in a bag.</p> <p>Different transport:</p>	<p>Building and investigating a bug hotel</p> <p>Life cycle: Growing <b>Butterflies from caterpillars</b> / frog life cycle</p>

<p>Continuous provision examples: Natural materials indoors and outdoors to explore, stone collections, magnetic construction, classroom IWB, ipads, desktop, beebots.</p>	<p>Washing hands: Hand germs experiment (bread test)</p> <p>Exploring cornflour</p> <p>Three Little Pigs: exploring building materials - homes.</p>	<p>Fire / Sparkler safety</p> <p>Bubbling magic potions</p> <p>Self serve dough station</p> <p>Studying different leaves, twigs and other found objects.</p> <p>Diwali Dancing and cooking.</p> <p>Exploring Toys of the past and creating an exhibition of inventions.</p> <p>Christmas around the world</p> <p>Can talk about what they have done with their families during Christmas' in the past.</p> <p>Show photos of how Christmas used to be celebrated in the past.</p>	<p>What can we do here to take care of animals in the jungle?</p> <ul style="list-style-type: none"> <li>o Compare animals from a jungle to those on a farm.</li> <li>o Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo.</li> <li>o Nocturnal Animals</li> </ul> <p>Making sense of different environments and habitats</p> <ul style="list-style-type: none"> <li>o Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see</li> <li>o Listen to children describing and commenting on things</li> </ul>	<p>Where do we live? Map of the United Kingdom</p> <p>Use Handa's Surprise to explore a different country.</p> <ul style="list-style-type: none"> <li>o 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.</li> <li>o Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.</li> <li>o Use bee-bots on simple maps. Encourage the children to use navigational language.</li> <li>o Can children talk about their homes and what</li> </ul>	<p>Design your own transport Balloon powered cars / rockets.</p> <p>Investigating shadows</p> <p>Make a boat that floats(Gingerbread man)</p> <p>Share different cultures versions of famous fairy tales.</p> <ul style="list-style-type: none"> <li>o To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</li> <li>o Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help</li> </ul>	<p>Drawing plants and flowers</p> <p>The effects of exercise on our body</p> <p>Where do we live?</p>
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		<p>Use world maps to show children where some stories are based.</p> <p>Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</p>	<p>they have seen whilst outside, including plants and animals.</p> <ul style="list-style-type: none"> <li>o After close observation, draw pictures of the natural world, including animals and plants</li> </ul> <p>Washing clothes without a wash machine (Mrs Mopple).</p> <p>Growing a rainbow (ink colour) Rainbow experiment: skittles and warm water /cold water</p> <p>Recycling / litter collecting Maps of local area</p>	<p>there is to do near their homes?</p> <ul style="list-style-type: none"> <li>o Look out for children drawing/painting or constructing their homes.</li> <li>o Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.</li> <li>o Environments - Features of local environment Maps of local area Comparing places on Google Earth - how are they similar/different?</li> <li>o Introduce the children to NASA and America.</li> <li>o Introduce children to significant figures who have been to space and begin to understand that these events happened before they were</li> </ul>	<p>them when they are in need.</p>	
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				born. o Can children differentiate between land and water. o Take children to places of worship and places of local importance to the community		
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<b>Expressive Arts and Design</b>	<p><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.</i></p> <p><i>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.</i></p>					
<b>Expressive Arts and Design Experiences</b>	Build your favourite room in your home (Home work project)  Three Little Pigs: exploring building materials.  Exploring colour and colour mixing  Exploring local houses and buildings Architect: Ustad Ahmad	Creating / inventing a new toy for exhibition.  Choosing 3D recycling shapes / different methods of attachment.  Self serve dough station Clay diva lamps	Making animal habitats  Collaging animals  Using materials to make animals e.g. paper plates, crepe paper (octopus)	Building rockets - choosing 3D recycling shapes /different methods of attachment.  Artist: Jackson Pollock Exploring dripping, pouring and splattering to create abstract art. Using hardened paint brushes, pipettes and spoons to splat	Shades of colour /paint mixing  Fruit kebabs /making a fruit salad  Build a boat that floats.	Using tools to create a healthy salad.  Using clay to make a frog  Observational drawings/sketches

		<p>Edible sparklers and junk modelling rockets.</p> <p>Design a Christmas card</p> <p>Using colour for a purpose / mixing colours</p> <p>Melting chocolate /combining to make rice crispie snowball cakes</p> <p>Salt dough decorations</p>		<p>paint. Space backdrops.</p> <p>Design a new form of transport.</p> <p>Using Jackson Pollock to inspire Easter card craft.</p>		
<b>Whole sch art focus'</b>	Self Portraits-pencil			Self Portraits-Crayons		Self Portraits-Watercolours
<b>*3<sup>rd</sup> yr rotation*</b>	Andy Goldsworthy	Andy Goldsworthy	Pablo Picasso	Pablo Picasso	Andy Warhol	Andy Warhol
Music: Charanga! Miss Mckeag	Me!	Everyone	Animals	Big Bear funk	My stories	Reflect, rewind, replay