

Reception long term plan

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Theme/ Key question	Marvellous Me Key question: what senses do I have?	Let's celebrate Key question: what do different people celebrate?	People who help us Key question: who helps us in our community?	New life Key question: what is a life cycle?	Amazing animals- Including Dinosaurs Key question: where do wild animals live?	It's a wonderful world Key question: What country do I live in? Transport
Possible Celebrations & Experiences	Starting School, Harvest, Autumn, Black History Month.	Diwali , Bonfire Night, Children in Need, Remembrance Day, Advent, Christmas, Christmas Nativity	Chinese New Year, NSPCC Numbers day, Safer Internet Day, Fire engine visit, police visit	World Book Day, Comic Relief, Mother's Day, Pancake Day, World Art Day, Easter	World Food Safety day	Father's Day, Sports Day, Transition, Assessment
Main Teaching texts						

Satellite texts	<ul style="list-style-type: none"> -Feelings and the family book-Ross Parr -Brown bear brown bear what do you see? -We're going on a bear hunt -Rainbow fish -The bear in the cave -Max the Brave 	<ul style="list-style-type: none"> -One Rainy Day - One Snowy Night -Dear Santa -Don't be Afraid Little Ones 	<ul style="list-style-type: none"> -Farmer duck -Can't you sleep little bear -The pig in the pond -Stickman -The cave <p><u>Non-fiction books about people who help us.</u></p>	<ul style="list-style-type: none"> -The very hungry caterpillar -Jasper's beanstalk -Oliver's vegetables - Lulu loves flowers -Lulu loves flowers -Lola plants a garden 	<ul style="list-style-type: none"> -Arlo -Dear zoo -Polar bear polar bear what do you hear? -Owl babies -Elmer the elephant 	<ul style="list-style-type: none"> -Superworm -Norman's new shell -Simon Sock No-Bot -Barry the fish with fingers
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Throughout the year nursery rhymes and songs will be explored. Traditional tales will help to lead other activities as a hook.

Texts like Pete the cat will be central to exploring PHSE themes such as feelings, self-esteem, confidence, resilience,perseverance.



Examples of Traditional tales

- The three little pigs
- Cinderella
- Jack and the beanstalk
- Goldilocks and the Three Bears
- Snow white and the seven dwarf

Understanding the World

Development of History	Children will explore chronology throughout the year – building up experiences and knowledge of the past and present and using this as reference to reflect on.					
Intent Vocabulary Implementation	Family and generation. Children talk about members of their family and the relationship to them e.g. Mum, Dad. Family, relationships, Mum, Dad, sister, brother, grandma, grandad, friends. Children joining in with discussions and stories about family. Children focusing on work based on ‘all about me’ and their family and friends.	Key events of study. Children use the language of time when talking about past and present events in their own lives and in the lives of others including people they have learnt about through books. Last week, yesterday, a long time ago, last year, Discussions around past and present – events such as celebrations, Remembrance Day	Talk about the past through story telling. Children look at the people who have helped us in the past. For example, a nurse, a shopkeeper or a hairdresser and compare the differences to now. Uniform. Past, change, equipment, photos. Discussions around how clothing has changed. Discussions around how the emergency vehicles have changed over time.	Children talk about and understand changes in their own lifetime and what happens when they get older. Changes, baby, toddler, child, teenager, adult, elderly, ages. Learning about life cycles of a caterpillar, learning about how we grow and change as people.	Children recount an event that has happened. Event, special, what happened, then, next. Discussions around events we have had at school such as school trips, visits etc.	Transport- an exploration of photos of the local area of Stockport. What is similar? What is different? What has changed? Children can order experiences that have happened to them and in stories they have read. First, then, next, after that, finally, story. Adults prompting children to order experiences and stories verbally or in a written method.
Development of Geography Intent Vocabulary Implementation	Children talk about their family and their homes. They can find their way around school, showing an awareness of their belongings.	Children use positional language. Maps, mapping, environment, bee-bot, left, right, under, beside, on top.	Identify the weather- raining, cloudy, sunny. Thunder. Each day the children go out and draw the weather.	Children recognise some environments are different to the one in which they live. Maps, mapping, environment, bee-	Children can draw information from a simple map and identify landmarks of our local area walk.	Children can create own maps using grid paper and symbols (x marks the spot treasure maps) Maps, mapping, environment,



	<p>Home, school, classroom, outdoor area, hall.</p> <p>Bring in a picture of their house. Stick them on a map of Stockport, look at a floor plan of the classroom.</p>	<p>Modelling how to use a bee-bot and positional language.</p>	<p>They tell their peers what the weather is today.</p>	<p>bot, left, right, under, beside, on top, up, down, same, different, landscape.</p> <p>Modelling how to use a bee-bot and positional language. Adults setting up a small world track for children to use the Bee-bots with.</p> <p>Looking at maps of the local area and maps of Antarctica.</p>	<p>Maps, mapping, environment, features, landmarks, local area.</p> <p>Children going on a walk together around the local area. To identify landmarks and create a map.</p>	<p>features, landmarks, local area, x marks the spot, treasure.</p> <p>Children using the available materials to create their own maps as modelled by the adults in school.</p>
<p>Development of Science</p> <p>Intent</p> <p>Vocabulary</p> <p>Implementation</p>	<p>Discussions around human lifecycles and how we grow and change – children will understand how they have grown and how they will continue to grow. Looking at how they look and people older than them look – what is the same and what is different. Naming body parts and how to keep ourselves healthy.</p> <p>Hygiene, healthy, nonhealthy, grow, change, germs, 5</p>	<p>Children identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and paper. Children are beginning to understand what ‘re-cycle’ means and why we should do it.</p> <p>Material, wood, plastic, glass, metal, paper, recyclable, hard, soft, rough, smooth, shiny</p> <p>Exploring the materials as a class</p>	<p>Children learn about the seasons and know it is Winter. Children talk about the seasons and have some understanding about the changes that happen in the world. Autumn, day, dark, light, Winter, night, season, Moon, Sun, lighter, darker, shadow</p> <p>Exploring seasons through stories, videos, books.</p> <p>Making a record of</p>	<p>Children can name parts of a plant and what it needs to grow as part of the current topic.</p> <p>Children can grow their own plants and look after them.</p> <p>Children observe the plants and trees around them and how they change.</p> <p>Children are developing a good understanding of a lifecycle as part of the topic.</p>	<p>Children can describe an animal using some scientific vocabulary. Children have an understanding of some animal habitats and can describe them and who lives in them.</p> <p>Polar animals (Penguin, Artic fox, Orca, Elephant seal, Polar Bear, Snowy Owl), frozen, camouflaged, survival.</p>	<p>Children are confident at naming a range of animals and where they live (habitat) and can sort some animals into the country they live in.</p> <p>Pond, garden, woodland, seaside, habitat, wild, wildlife, native, woodland, birds, (owl, duck), insects/bugs/ minibeasts (lacewing, ladybird, woodlouse, bee,</p>



	<p>senses, teeth brushing, dentist, face, hair, leg, human, knee, arm, elbow, back, head, toes, ear, hands, eye, fingers, mouth, nose, parent, baby, child, adult, grandparent</p> <p>Continue with the work on seasons and weather from the Autumn term.</p> <p>Discussions and inputs around growth and changes in the human body.</p> <p>Learning about healthy eating and how the body works.</p>	<p>– naming them.</p> <p>Exploring the properties of these materials through continuous provision and whole class inputs. Reading and investigating what recycling means and how we can recycle.</p>	<p>the seasons or weather such as a weather chart, seasons booklet etc.</p>	<p>Tulip, daffodil, bluebells, crocuses, snowdrops, dandelions, buttercups, daisy</p> <p>Plant, stem, leaf, roots, bulb, shoot, seed, growth flower, trunk, branches. life cycle, egg, caterpillar, chrysalis, cocoon, butterfly, water, food, air</p> <p>Exploring plants and the parts of the plants, looking at lifecycles of plants, identifying plants.</p>	<p>Exploring animals and labelling them.</p> <p>Exploring what animals need to survive and how that changes depending on the environment they are in.</p>	<p>wasp, spider, tarantula, earthworm, snail, millipede, butterfly, caterpillar, microhabitats,</p> <p>Identifying, observing and exploring British animals – in person, through books, videos etc.</p>
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Mathematics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
White Rose Maths EYFS Overview Coverage for the Year:	Getting to Know you: Build trusting relationships -Ensure children have good levels of well-being and involvement to be ready to learn. Match, Sort and Compare : -Matching objects -Match pictures and objects -Identify a set -Sort objects to a type -Exploring sorting techniques -Create sorting rules -Compare amounts Talk about Measures and Patterns: Compare size -Compare mass -Compare capacity -Explore simple patterns -Copy and continue simple patterns	It' me 1,2,3!: 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 : -Identify and name circles and triangles -Compare circles and triangles -Shapes in the environment -Describe position 1, 2, 3, 4, 5 : 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 : Identify and name shapes with 4 sides. -Combine shapes with 4 sides	Alive in 5: Introduce zero -Find 0 to 5 -Subitise 0 to 5 -Represent 0 to 5 Mass and Capacity Compare mass -Find a balance -Explore capacity -Compare capacity	Growing 6,7,8 (Continued): -Find 6,7,8 -Represent 6,7,8 -1 more -1 less -Composition of 6, 7, 8 Length, Height and Time : Explore Length -Compare Length -Explore Height -Compare Height Building 9 and 10 Find 9 and 10 -Compare numbers to 10 -Represent 9 and 10 - Conceptual subitising to 10 Explore 3D shape -Recognise and name 3D shapes -Find 2D Shapes within 3D shapes -Use 3D Shapes for tasks	To 20 and Beyond: - Build Numbers beyond 10 (10 – 13) -Continue patterns beyond 10 (10 -13) -Build numbers beyond 10 (14 – 20) How Many Now? -Add more -How many did I add? -Take away -How many did I take away? Manipulate, compose and decompose - Select shapes for a purpose - Rotate shapes -: Manipulate shapes - Explain shape arrangements - Compose shapes - Decompose shapes - Copy 2-D shape pictures	Sharing and grouping - Explore sharing - Sharing (2 lessons) - Explore grouping Step 4: Grouping - Even and odd sharing (2 lessons) - Play with and build doubles (2 lessons) -Checkpoints Visualise, build and map - 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 Step 4: Give instructions to build - Explore mapping - Represent maps with models



	<ul style="list-style-type: none">-Create simple patterns	<ul style="list-style-type: none">-Shapes in the environment-My day and night		<ul style="list-style-type: none">-3D Shapes in the environment	<ul style="list-style-type: none">- Find 2-D shapes within 3-D shapes (2 lessons)- Checkpoints	<ul style="list-style-type: none">- Create own maps from familiar places- Create own maps and plans from story situations- Checkpoints
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Literacy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Development of Reading Comprehension Intent Vocabulary Implementation	Children joining in with rhyme, songs and poems. Children are encouraged to hold a book correctly and carefully turn pages. Children understand books have a beginning and an end Children listen and enjoy sharing a range of books both fiction and non-fiction. Children know that text in English is read top to bottom and left to right. Children can recognise pictures and illustrations in a text Vs the writing. Children spotting familiar words in books. Book, rhyme, join in, picture, illustration, words, text, follow, repeat, look,	Children being able to sequence two events from a familiar story. Children being asked questions linked to the books read to them. Children using texts and images to answer simple questions. Texts, books, story, non-fiction, fiction, questions, who, what, where, why, when, pictures, illustrations. Reading together, exploring a wide range of books and discussing their features, Asking questions about books we have read, asking 'ye' and 'no' questions about texts, model	Children having favourite books and rhymes – they may know these books from memory. Say what they liked or disliked about a story. When listening to a story children use the images to help them read. Children are becoming increasingly more confident with their understanding of new words in stories. Children can use a books front cover or blurb to make a prediction. Text, pictures, what, why, how, when, where, like, dislike, rhyme, play. Model using pictures to infer clues about the	When children are playing, they are adapting, roleplaying or using vocabulary from stories they've read or heard. When reading a well-known or repeated story children will join in. Showing an increasing confidence in sequencing a story. Gives a suggestion to the ending of a story using the front cover, blurb and beginning to support their suggestions. Story, order, sequence, retell, end, repeat. Give picture cards of stories, create story maps or provide small world areas with the	Use events in a story to suggest what might happen next (with reasonable suggestions being made). Know what non-fiction and fiction means and can talk about the two text types. Correctly sequence a story. Use 'because' to give reason when answering 'why' questions about a text. Rehearse and recall rhymes and stories and remembering actions to well-known rhymes e.g. Incy Wincy spider, grand old duke of York. Sequence, story, what, why, difference, non-	Converses about books talking about the events, the parts they liked and dislikes and gives reason as to why they feel this way. Knows key vocabulary used in a range of books. Continue to develop their roleplay to involve the storylines of the books read to them. Recalls many parts of a text with accuracy. Vocabulary, words, recall, retell, next, after that, why, when, like. Provide resources for children to access linked to read texts, literacy tasks based on innovating known stories e.g. Going



	<p>beginning, middle, end.</p> <p>Reading together, pointing to the words, talking about the pictures in books, retell stories, point out words.</p> <p>Sing nursery rhymes, songs and read poems.</p> <p>(link to themes and books suggested above)</p>	<p>using puppets to act out stories.</p>	<p>text, Ask children to predict what is happening by using the pictures in different texts, discuss different vocabulary and phrase meanings, ask questions about phrases used, ask children to vote for stories or say if they liked or disliked a story.</p>	<p>characters from read stories, discuss and display new vocabulary, ask children for their predictions of how a story is going to end, ask children if they liked or disliked a story and to give a reason.</p>	<p>fiction, fiction, poetry, act out, show me.</p> <p>Children to sequence a story in their writing. Ask children questions about what will happen next and to give a reason, children to explain the kind of text the class is reading and how they know e.g. fiction books have information, ask 'why' questions about texts.</p>	<p>on a fish hunt. Asking children to reason how they feel about a text. Discussing and explaining new vocabulary used in texts shared with them.</p>
<p>Development of reading words</p> <p>Phonics Scheme</p>	<p>I can segment and blend words orally.</p> <p>I can recognise words that rhyme Phonics – s a t p i n m d g o c k ck e u r h b f l</p> <p>Aut 1 – on track 1B</p>	<p>I can link most sounds to letters.</p> <p>I am beginning to blend and segment to read cvc and cvc words.</p> <p>I am beginning to match spoken word to written word (1 to 1 cor) across 2-3 lines of print</p> <p>Phonics – ff ll ss j v w x y z zz qu ch sh th ng nk</p>	<p>I can read with 1-1 correspondence.</p> <p>I can read some common irregular words.</p> <p>I can solve simple words by blending sounds and I check what I read makes sense and sounds right.</p> <p>Phonics – ai ee igh oo oo oar or ur ow oi ear air er</p>	<p>I can read and understand simple sentences.</p> <p>I can use phonic knowledge to read and decode regular words. Phonics – Review Phase 3</p> <p>Longer words, including those with double letters.</p> <p>Words with -s/z/ in the middle.</p> <p>Words with -es/z/ at the end.</p>	<p>I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG).</p> <p>I can read words consistent with my phonic knowledge by sound blending (ELG)</p> <p>I can re-read books showing increased accuracy and fluency</p>	<p>Phonics- Phase 3 long vowel grapheme's with adjacent consonants CVCC CCVC CCCVC CCV CCVCC</p> <p>Words ending in suffixes: -ing, -ed/t/, -ed/id/d/-er, -est</p> <p>Longer words and compound words</p> <p>Review all tricky words taught so far.</p>



		Words with - s/s/added at the end (hats sits) Words ending - s/z/(his) and with - s/z/ added at the end (bags) Aut 2- 1C	Words with double letters Spring 1- on track ditty	Words with - s/s/and/z/ at the end. Review all tricky words taught so far Spring 2- on track red	Summer 1- on track green	Summer 2- on track green/ purple
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Physical development

<p>Gross Motor Development</p> <p>Intent</p> <p>Vocabulary</p> <p>Implementation</p>	<p>Begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table.</p> <p>Begin to safely use tools and equipment.</p> <p>Sit, sitting up, straight, smart sitting, posture, floor, carpet, table, pen, pencil, scissors, ball, racket, rope, cone.</p> <p>Children sitting at tables, sitting on the carpet, children having access to a range of tools and equipment such as pens, scissors, balls, rackets, cones to use.</p>	<p>Begin to develop overall body; strength, balance, co-ordination, balance and agility. Experiment moving in different ways.</p> <p>Sit, sitting up, straight, smart sitting, balance, follow me, climb, apparatus, mats, slither, crawl, skip, jump, hop, side step.</p> <p>P.E Lessons focusing on strength and balance – using equipment to climb, using mats to make a range of shapes with their body, moving around the sports hall in different ways.</p>	<p>Continue to develop overall body strength, balance and coordination. Developing in ability when dancing to music.</p> <p>Strength, balance, coordination, climb, dance, dance move, music, shape, shape names, tension, floppy.</p> <p>P.E Lessons focusing on strength and balance – using equipment to climb, using mats to make a range of shapes with their body, listening to music and experimenting with moving their body, copying dance moves and creating their own.</p>	<p>Negotiates space successfully and can adjust speed and direction.</p> <p>Showing increasing control with a ball.</p> <p>Space, surroundings, aware, speed, direction, control, ball, looking, racket, hands, eyes.</p> <p>Moving around during P.E lessons and negotiating around a range of obstacles at different speeds – replicating it outside in their play</p> <p>Manchester City come into school every Monday to complete a weekly PE session</p>	<p>Using equipment safely with consideration to others.</p> <p>Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing.</p> <p>Equipment, ball, cones, safety, careful, running, jumping, stepping, dancing, hopping, skipping, climbing.</p> <p>Children having access to a range of tools and equipment such as pens, scissors, balls, rackets, cones to use – children reminded to use this carefully around other children.</p>	<p>Negotiate space and obstacles safely.</p> <p>Show strength, balance and coordination when playing.</p> <p>Move energetically in a range of different ways.</p> <p>Space, carefully, aware, surroundings, direction, speed, strength, coordination, play, jumping, hopping, skipping, climbing, moving, travelling.</p> <p>Adults prompting children to run safely, adults supporting children with gross motor skills by setting up activities and children having access to the equipment at all times.</p>
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<p>Fine Motor development</p> <p>Intent</p> <p>Vocabulary</p> <p>Implementation</p>	<p>Children using pencils and other equipment comfortably for them.</p> <p>Children making snips in paper either using one hand or two.</p> <p>Pencils, tools, equipment, safely, hand, scissors, snips.</p> <p>Pencils available for children at all times, scissors available for children to use, activities for children that include mark making, name writing and snipping paper.</p>	<p>Children continuing to develop their fine motor skills. Children beginning to learn correct letter formations and use these in their writing.</p> <p>Pen, pencils, scissors, paintbrush, finger, finger strong, dough, dough disco, letter formation, letters, rhymes, writing.</p> <p>Fine motor activities in the class as well as adult guided activities – drawing, writing, cutting, tracing etc</p>	<p>Developing an effective pencil grip. Developing skill when using tools including scissors.</p> <p>Pencil, grip, hand, fingers, skill, scissors, snips, control.</p> <p>Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support. Scissors and small tools available in provision for children as well as guided activities using these materials.</p>	<p>Children forming recognisable letters with an effective pencil grip.</p> <p>Letters, trace, rhymes, pencil grip.</p> <p>Children being taught letter formations, incorrect formations being corrected and teachers supporting children to correct these, Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support.</p>	<p>Confidently using scissors and small tools.</p> <p>Beginning to use a tripod grip to draw and write accurately.</p> <p>Scissors, small tools, tripod, fingers, draw, pencils.</p> <p>Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support. Scissors and small tools available in provision for children as well as guided activities using these materials.</p>	<p>Children using the tripod grip.</p> <p>Using a range of small tools.</p> <p>Showing accuracy when drawing.</p> <p>Tripod, pencil, grip, skill, tools, pen, pencil, scissors, weaving, threading, accuracy, drawing, detail, tracing.</p> <p>Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support. Scissors and small tools available in provision for children as well as guided activities using these materials.</p>
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Communication and language

<p>Development of Listening skills</p> <p>Intent</p> <p>Vocabulary</p> <p>Implementation</p>	<p>Children are beginning to listen to other children in their setting. They listen during story time and show an interest in the books being read.</p> <p>Listen, reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem.</p> <p>Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared.</p>	<p>Children are listening more on the carpet and when being spoke to by their teacher and peers. Children continue to listen to new stories that are shared with them.</p> <p>Listen, reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem.</p> <p>Assembly time, Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared.</p>	<p>Children’s listening skills are continuing to develop and they are listening in lots of different situations such as carpet time, assembly, phonics and other lessons.</p> <p>Listen, looking, thinking time, reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem.</p> <p>Assembly time, Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared.</p>	<p>Children listen when both in and out of school and pay attention to the person talking. When out of school they know it is important to listen to keep safe – such as cars or Stanger danger. Listen, wait, turn, caret time, join in, hand up, question, song, rhyme, poem, safe, safety, road safety, fire alarm.</p> <p>Discussions around listening and safety such as fire alarms, road safety.</p>	<p>Children’s listening skills continue to develop, they can listen in a range of situation and can listen while taking part in a guided task while remaining on task.</p> <p>Listen, wait, turn, instruction, patient, patience, join in, hand up, questions. Carpet time, group work, asking children questions about stories or work they are completing.</p>	<p>Children show good listening skills and can listen to one another, adults and new people with great skill.</p> <p>Listen, wait, turn, instruction, patient, patience, join in, hand up, questions. Carpet time, group work, assembly time, asking children questions and modelling questions.</p>
<p>Development of Attention skills</p> <p>Intent</p> <p>Vocabulary</p> <p>Implementation</p>	<p>Children sit on the carpet and show some attention – this may only be for a short time.</p> <p>Children can pay</p>	<p>Children paying more attention on the carpet and during guided tasks. Children understanding why</p>	<p>Children showing a good level of attention and concentration. Children being attentive during</p>	<p>Children can maintain attention in different contexts. Children show attention to</p>	<p>Children are developing their attention skills to both listen and continue with an activity.</p>	<p>Children attend to others in play. Children show good levels of attention during learning tasks.</p>



	<p>attention to one thing at a time.</p> <p>Carpet, sitting, listening, joining in, hand up, group.</p> <p>Carpet time, assembly time, visual and verbal reminders to sit and listen.</p>	<p>they need to pay attention.</p> <p>Carpet, sitting, listening, joining in, hand up, group, P.E, Assembly.</p> <p>Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.</p>	<p>classroom tasks – both guided and independent.</p> <p>Carpet, sitting, listening, joining in, hand up, group, quiet, quietly.</p> <p>Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.</p>	<p>both peers and adults.</p> <p>Carpet, sitting, listening, joining in, hand up, group, listen.</p> <p>Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.</p>	<p>Sitting, listening, joining in, help.</p> <p>Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.</p>	<p>Join in, game, pretend, friend, new, game, different.</p> <p>Carpet time, assembly time, group work, playing in provision – including outside, visual and verbal reminders to sit and listen.</p>
<p>Development of Speaking skills</p> <p>Intent</p> <p>Vocabulary Implementation</p>	<p>Children speaking in simple sentences. Children can say simple rhymes and sing songs and poems. Children speak to the adults and children in the class, they talk to other children during their play.</p> <p>Sentence, songs, joining in, rhymes, poems, Good morning, right, now, pass me, lets get.</p> <p>Giving children lots of opportunities to talk during carpet</p>	<p>Children using expression to communicate meaning. Children starting conversations and speaking to familiar adults. Children taking turns and telling past events. Children learning about rhyme and alliteration.</p> <p>Conversation, turn taking, why, because, and, cat, hat, good morning how are you.</p>	<p>Children using talk to pretend play. Children explaining things through speech. Children describing things through speech. Children talking in the past tense.</p> <p>Pretend this is, ran, fell, why, because, I think, this morning, last night.</p> <p>Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions,</p>	<p>Children using talk to clarify their thinking and ideas. Children speaking in well-formed sentences. Children using speech to reason and problem solve. Children verbally telling stories.</p> <p>I think, because, why, when, does, and, because, next, after that, let's try.</p> <p>Adults modelling and supporting children to resolve problems, giving</p>	<p>Children explaining how things work, what has happened and why. Children solving problems, reasoning with others and fixing friendship issues through speech. Children adding detail to their sentences. Children describing things that have happened in their life to others.</p> <p>I think, because, why, when, does, and, because, next,</p>	<p>Children creating an imaginary story of their own in play. Children speak clearly in well-formed sentences. Children using new vocabulary in different contexts. Children use past, present, and future tenses in conversation with peers and adults.</p> <p>Play, pretend, topic specific vocabulary, now, then, before, after, if, because, so, could,</p>



	<p>time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day.</p>	<p>Adults modelling the use of intonation and exploring expression during guided reading sessions. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day. Learning about rhyme and listening to words that rhyme and creating their own.</p>	<p>Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day, adults supporting children verbally to use the past tense, recapping activities and the day through conversation or the use of a visual timetable.</p>	<p>children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day.</p>	<p>after that, let's try, feelings, experience, went to, going to, please, thank you, Adults guiding children to solve their problems, sequencing stories pictorially and verbally as a class, discussing feelings through conversations and stories, encouraging children to articulate their own feelings.</p>	<p>Small world props available daily to allow children to act out stories, support from adults to use the correct tense and speak in full sentences, conversations through whole class inputs, guided group work and 1:1 with peers and adults in the class to happen daily.</p>
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Personal, social and emotional development

<p>Development of Expressing Feelings (Self- Regulation)</p> <p>Intent Vocabulary Implementation</p>	<p>Children talk about their feelings to trusted adults or special friends.</p> <p>Feelings, emotions, happy, sad, angry, good, bad.</p> <p>Books read focusing on feelings and emotions. Class discussions on emotions – particularly relating to starting school.</p>	<p>Children are sharing more often or may comfort a friend who is upset. Children identify their own emotions and name them.</p> <p>Happy, sad, angry, upset, cry, nice, problem, feeling, emotions.</p> <p>Books read around sharing, friendships, conflicts. Adults modelling resolving conflict. Adults asking children to express their feelings.</p>	<p>Children who are very upset know who they can talk to or know some ways to calm themselves down if needed. Children are becoming more proud of themselves for achieving things such as pupil of the week.</p> <p>Proud, pride, happy, breathing, feel, feelings, emotions, happy, sad. Adults giving children time to present any achievements and children knowing they can talk to their teachers about the achievements they have made.</p>	<p>Children have an adult in school they trust and will talk to. Children talk about their interests and likes and dislikes at school.</p> <p>Choice, explain, say, worry, sad, help.</p> <p>Adults prompting children to explain the choices they have made. Children spending time with the adults in their classroom so they feel comfortable to talk about any concerns they may have.</p>	<p>Children try and share, take turns, reason and look after one another. They apologise if they hurt someone accidentally or make someone else upset.</p> <p>Sorry, upset, sad, accident, help.</p> <p>Adults modelling apologies and explaining to children when an apology is necessary.</p>	<p>Children show emotional maturity ready for the emotional resilience needed for KS1. Children can use reason and resolutions with other children to keep games and play fair.</p> <p>Emotion, feeling, happy, sad, frustration, explain, why, turn taking, my turn, your turn.</p> <p>Adults providing children with a range of strategies to deal with anger and other emotions.</p>
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<p>Development of Independence (Managing Self)</p> <p>Intent Vocabulary Implementation</p>	<p>Children are becoming more independent at coming into school in the morning and getting ready for home at home time. They are using the toilet independently most of the time at school. They know it is okay to ask for help and will do so. Get, book bag, water bottle, pack-up, timetable, toilet, wiping, listening.</p>	<p>Children are using their preferences to choose what they would like to do at school. Children can put their coats on and are becoming more confident and skilled in using buttons and zips. Play, playing, area names of the classroom, help, please, dress, undress, clothing names, listening, next.</p>	<p>Children are becoming much more independent – getting things for home, eating their dinner and snacks, asking for help, getting a drink when they want one. Children independently making healthy food choices such as at dinner time. Toilet, food, drink, knife, fork, help, tired, poo, healthy, treat food.</p>	<p>Children looking after themselves at school (personal and hygiene needs). Children developing resilience and perseverance independently. Dress, undress, zip, button, help, try again, tricky, hard, challenge, safe, road safety, look both ways, listening. Children being asked to independently dress themselves. Children given challenges in</p>	<p>Children are confident to try new things. They continue to develop their resilience and perseverance independently. Children can continue to look after and care for themselves. Like, dislike, why, explain, reason, resilience, try again, rule, road safety, directions, listen, next, after that.</p>	<p>Children continue to look after themselves and understand what healthy choices are. Children have developed resilience, independence and perseverance to support them through transition and the next step in their school journey. Challenge, harder, next level, healthy, food groups, fats, proteins, carbohydrates, dairy,</p>
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	<p>Visual and verbal reminders to organise themselves.</p> <p>Reminders to use the toilet, although children should be going independently but may need some verbal support.</p> <p>Adults giving children simple and clear 1 step instructions such as "Get your bag".</p>	<p>Children given the choice to play in the area they would like to in the classroom.</p> <p>Adults to build up relationships with the class so they feel comfortable to ask for help. Verbal and pictorial reminders and support to get changed.</p>	<p>Adults to build a good relationship with the class so they feel comfortable to ask for help or express their needs. Lessons and activities based around healthy and unhealthy foods.</p>	<p>class. Children having to explain how to be safe on roads and paths or being taken out of school as a class on a walk.</p>	<p>Regular new activities introduced to the class. Discussions around resilience and perseverance. Discussions around road safety or a class walk.</p>	<p>food names, physical activity, P.E, work out.</p> <p>Challenges in the classroom and during adult guided work.</p> <p>Discussions and lessons around keeping healthy.</p>
<p>Development of Social skills (Building Relationships)</p> <p>Intent Vocabulary Implementation</p>	<p>Children are building new positive relationships with pupils and staff in their new setting. They may begin to play alongside other children if ready.</p> <p>Friend, teacher, peer, class, others, happy, talk, conversation, play, group, roleplay, small world.</p> <p>Giving children lots of opportunities to talk during carpet</p>	<p>Children are building on the relationships started last term. They are talking to children and adults in their setting and beginning to ask for help if they need it.</p> <p>Friend, class, teachers, help, please, talk, conversation.</p> <p>Adults modelling respectful conversations, adults building positive relationships so children feel</p>	<p>Children have friendships and may have a special friend. They play with these children in and out of the classroom and are happy to</p> <p>Talk, friends, friend names, play, classroom area names.</p> <p>Children provided with lots of opportunities to play with others and make friends with other children.</p>	<p>Children are building relationships through play and talk and converse to many of their peers.</p> <p>I think, because, why, when, please, turns, next, shall we, pretend.</p> <p>Adults modelling negotiation, children supported to negotiate and play. Lots of opportunities for children to play.</p>	<p>Children continue to build strong bonds with other children in their school and care for their peers e.g. getting them tissues, asking them to join in with a game.</p> <p>Do you, like, dislike, your turn, my turn, minutes, shall we.</p> <p>Stories around considering others, prompts to share,</p>	<p>Children know if they have hurt someone's feelings and will apologise without being asked.</p> <p>Children know some children might like or dislike the things they do and that it is okay.</p> <p>Children look after each other and want to help their friends. Your turn, my turn, you</p>



	time, group tasks, playing, and general discussions. Conversations modelled by adults.	comfortable to ask for help.			collaborate with other children if necessary.	can have it, share, sad. Stories around conflict, responsibility, individuality and needs of others.
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Expressive Art and Design

<p>Development of Imagination and Roleplay</p> <p>Intent</p> <p>Vocabulary</p> <p>Implementation</p>	<p>Children exploring the roleplaying area/s within the setting and joining in with familiar pretend play. Children exploring and using the resources to create props or bring in and use materials to support play. Children building and developing storylines in both the small world area and role-playing in the setting.</p> <p>Join in, pretend, roleplay, home corner, mums, dads, baby, small world, people, vehicles, cars, recreate, represent, shops, schools.</p> <p>Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children.</p>		<p>Children using the stories they know and have heard in school to roleplay them Children extending their roleplay with more imaginary storylines. Children continuing to use the props available in school and ones they have made themselves.</p> <p>Join in, pretend, roleplay, retell, stories, acting out, puppets, toys, small world, masks, home corner, conversations, taking on a role, pretending.</p> <p>Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children.</p>		<p>Children continuing to extend and develop the storylines they are role playing in school. Children will independently sing, dance, roleplay, create artwork and may show a passion for one or more ways to express their imagination.</p> <p>Join in, pretend, roleplay, retell, stories, converse, conversation, represent, real life, imagination, celebrations, daily life, shopping, school.</p> <p>Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children, singing songs, rhymes and doing guided roleplaying activities together as guided groups or a whole class.</p>	
<p>Development of Art and design and technology</p>	<p>Art- Focus on Kandinsky circles</p> <p>Children will explore paint and painting techniques through nature, music and working together. They will use the natural objects from outdoors to do this.</p>	<p>DT Cooking and nutrition</p> <p>Children will explore the differences of fruit and vegetables using their senses and they will make their own soup.</p> <p>Fruit, vegetable, senses, healthy and unhealthy, chop</p>	<p>Craft and design- Georgia O Keefe (artist focus)</p> <p>Children will develop cutting skills, threading, joining and folding skills.</p> <p>Pull, pinch, thread, fold, pattern</p> <p>Children will have access to activities that include</p>	<p>DT- Junk Modelling</p> <p>Children will explore and learn about various types of permanent and temporary join. They will be encouraged to use the tinker table and construction area.</p>	<p>Art- Sculpture</p> <p>Children will explore sculptural qualities of malleable materials. The children will explore the use of joining techniques: designing and making clay animal sculptures.</p> <p>Animal, sculpture, join, mould</p>	<p>DT- Structures boats</p> <p>Children will explore what is meant by floating and sinking. They will learn about different features of a boat and investigate the shape and</p>



	<p>Outdoors, paint, working together, brush, sound, Megan Coyle. Adults will model how to make a Kandinsky picture using circles.</p>	<p>Adults will model how to chop, slice and blend the soup and the children will have a turn independently. Jamie Oliver</p>	<p>threading. They will also have different types of paper to explore using folding and cutting. Thread a flower from beads</p>	<p>Pull, break, separate. Fix The Creative area will have different materials available for junk modelling. The Tinker table will include hammers, nails and other tools for children to explore.</p>	<p>Children provided with different malleable materials such as dough and clay to experiment with. Adults will model how to use clay to make an animal.</p>	<p>structures to build their own. Floating, sinking, boat, material The water area will be enhanced with different boats made out of materials. They will make discover what is a good material for a boat.</p>
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