



# Lawford Mead Primary School Foundation Stage Curriculum

## Reception Autumn 1

Autumn Term 1	Me and My Community	Spring Term 1	Once Upon a time	Summer Term 1	Big Wide World
Autumn Term 2	Starry Night	Spring Term 2		Summer Term 2	Ready, Steady Grow

Personal, Social and Emotional development		Communication and Language		Physical Development	
<p><b>Learning Objectives:</b></p> <p><b>Self-regulate</b> Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Manage their own needs.</p> <p><b>Managing Self</b> See themselves as a valuable individual. Show resilience and perseverance in the face of challenge.</p> <p><b>Building Relationships</b> Build constructive and respectful relationships. Think about the perspectives of others.</p>	<p><b>Experiences/Provision:</b></p> <p>Circle times, working on listening skills and sharing of news.</p> <p>Chn to share something they are good at.</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Earning Dojo points for showing kindness</p> </div> </div> <p>Family / differences / who lives with the children etc. Special events – special personal events, birthdays</p> <p>Home corner – decorating for a party/ special event</p> <p>Outside area: opportunities for sharing, working together and team building</p> <p>Learning how to tidy up.</p> <p>Explore likes and dislikes – getting used to class and the school environment.</p> <p>Talking about how we feel when we receive a Birthday/ Friendship card.</p> <p>Explaining <b>The Big Black Book</b> – child friendly reference book of the all the different things that we do during the school day.</p> <p>Cooking- making a bread roll to give to someone else</p> <p>Participating in <b>Target Sharing Day</b> with parents.</p>	<p><b>Learning Objectives:</b></p> <p><b>Listening</b> Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in non-fiction books. Learn rhymes, poems and songs. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p><b>Speaking</b> Ask questions to find out more and check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.</p>	<p><b>Experiences/Provision:</b></p> <p>Establish Rules and Routines with new children (Learning Board, Moving Up)</p> <p>Story times; encouraging the children to retell what they have heard, sharing their ideas and asking questions.</p> <p>Talking about themselves and their likes and dislikes</p> <p>Opportunities to talk about festivals and celebrations they have attended</p> <p>Practising alphabet (singing) Letters and Sounds Phase 1&amp;2</p> <p>Discussing change including seasonal, moving from nursery to reception.</p> <p>Playing Simon says as a class, then talk partners.</p> <p>Understanding what the objects are used for in the classroom/introduction to different areas</p> <p>Opportunities to talk 1:1, talk trios, small group and whole class</p> <p>Introducing 'Helicopter stories'</p> <p>Bringing in one special thing and telling class why it is important to them.</p> <p>Reception NFER baseline</p>	<p><b>Learning Objectives:</b></p> <p><b>Gross motor</b> 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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. 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. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.</p> <p><b>Fine motor</b> 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. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p><b>Experiences/Provision:</b></p> <p>Cutting and sticking-independent and guided.</p> <p>Changes to body when exercising.</p> <p>Daily funky finger time for fine motor-including fastenings.</p> <p>Folding paper to make 'friend' cards</p> <p>Developing team work with parachute play. Spatial awareness- ring games, small apparatus</p> <p>Playdough/malleable provisions</p> <p>Practising independence skills, putting on &amp; doing up fastenings on own coat. Why are we having to wear mittens, hats etc.</p> <p>Personal hygiene - using unfamiliar toileting facilities</p> <p>Independently getting changed for P.E and Muddy Adventures</p> <p>Looking at work/ safety clothing – why worn?</p> <p>Dressing up clothes with different fastenings, in role play</p> <p>Cooking- making a bread roll- hygiene and process.</p> <p>Looking at and discussing the difference between a healthy and unhealthy packed lunch</p>

Literacy		Mathematics		Understanding the World		Expressive Arts and Design	
<p><b>Learning Objectives:</b></p> <p><b>Comprehension</b> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p><b>Word Reading</b> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p><b>Writing</b> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>	<p><b>Experiences/ Provision:</b></p> <p>Nursery rhymes</p> <p>Provisions based around stories – story sacks and puppets</p> <p>Looking at books from Library</p> <p>Being introduced to Letters and Sounds Phase 2 and relevant vocabulary – phoneme, grapheme</p> <p>Gaining understanding of Reading scheme – choice of books to take home.</p> <p>Formation of phase 2 sounds. (grapheme)</p> <p>Investigating writing areas indoors &amp; outside.</p> <p>Writing notes/ cards to friends &amp; people who are important to them</p>	<p><b>Learning Objectives:</b></p> <p><b>Number</b> Count objects, actions and sounds. Subitise. Count beyond ten. Compare numbers. Link the number symbol (numeral) with its cardinal number value. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10.</p> <p><b>Numerical Patterns</b> Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.</p>	<p><b>Experiences/ Provision:</b></p> <p>Talking about how old they are and number of people in family-Birthday chart</p> <p>Recognising numbers in the environment including the use of Numicon to represent numbers</p> <p>Basic one to one correspondence through a variety of counting activities</p> <p>Representing numbers in a variety of ways</p> <p>Number songs and rhymes</p> <p>Shape language – sides, curved, straight, points, corners</p> <p>Collaborative work – drawing round each other's' hands and feet – whose are longer?</p>	<p><b>Learning Objectives:</b></p> <p><b>Natural World</b> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p> <p><b>People &amp; Places</b> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Recognise some environments that are different to the one in which they live.</p> <p><b>People, cultures and communities.</b> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.</p>	<p><b>Experiences/ Provision:</b></p> <p>Talking about family celebrations, and with whom they are shared.</p> <p>Describing themselves, others and their favourite things including colours</p> <p>Understanding some people work during the night time</p> <p>Times of the day – daily routines</p> <p>Pretend birthday celebrations</p> <p>Autumn – leaves, colours, dark, seeds, Evergreen plants/ trees, berries</p> <p>Using torches as a light source – change effect with colour filters. Cut outs</p> <p>Using playdough-shapes</p> <p>Cutting and sticking skills</p>	<p><b>Learning Objectives:</b></p> <p><b>Being Imaginative and Creative</b> Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.</p> <p><b>Creating with Material</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>	<p><b>Experiences/Provision:</b></p> <p>Singing/Nursery rhymes</p> <p>Singing Harvest songs &amp; number rhymes</p> <p>Pretending to be other people in the home corner and the outdoor area, focus on jobs/work</p> <p>Creative table in the classroom</p> <p>Working with a friend to beat out rhythms to copy</p> <p>'Painty Hands' colour mixing in pairs</p> <p>Just Dance and music on for dancing during daily moving up time.</p> <p>Learning&amp; practising songs/ dance to perform for parents.</p> <p>Participating Moving Up party.</p> <p>Looking at the natural colours of autumn</p>

Additional resources	Vocabulary	Displays/ areas of interest	Outings/ visitors	Special events
<ul style="list-style-type: none"> <li>Resources for home corner</li> <li>Story 'Lost and Found'</li> <li>Social stories</li> <li>Emotion Big Pictures and jig-saw puzzles</li> <li>DVD/ clips of jobs which care for people</li> </ul> 	<ul style="list-style-type: none"> <li>Celebration words</li> <li>Areas of setting</li> <li>Positional language</li> <li>Autumn language</li> <li>School, playground, field</li> <li>Environment</li> <li>Emotion vocabulary- gentle, kind, happy, caring, lonely, sad, unkind, mean, unhappy</li> </ul>	<ul style="list-style-type: none"> <li>Letters and sounds</li> <li>Wow wall</li> <li>Literacy display name writing</li> <li>Individual boxes – 'My Space'</li> <li>Friendship stop</li> <li>Who's who in the school</li> <li>Whose eyes are these?</li> </ul>	<ul style="list-style-type: none"> <li>Inviting parents into class to talk about their job/ work</li> </ul>	<ul style="list-style-type: none"> <li>Open Afternoon for prospective parents</li> <li>Harvest Festival</li> <li>Moving Up Party</li> </ul>

## Autumn 2

Autumn Term 1	Me and My Community	Spring Term 1	Once Upon a Time	Summer Term 1	Big Wide World
Autumn Term 2	Starry Night	Spring Term 2		Summer Term 2	Ready Steady Grow

Personal, Social and Emotional development		Communication and Language		Physical Development	
<p><b>Learning Objectives:</b></p> <p><b>Self-regulate</b> Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Manage their own needs.</p> <p><b>Managing Self</b> See themselves as a valuable individual. Show resilience and perseverance in the face of challenge.</p> <p><b>Building Relationships</b> Build constructive and respectful relationships. Think about the perspectives of others.</p>	<p><b>Experiences/Provision:</b></p> <p>Circle times, working on listening skills and sharing of news. SMSC</p> <p>Chn to share something they are good at - Tapestry Talk time</p> <p>Family / differences / who lives with the children e.t.c Special events – special personal events, birthdays</p> <p>Home corner – decorating for a party. Christmas.</p> <p>Outside area: opportunities for sharing, working together and team building</p> <p>Talking about how we feel when we receive a Birthday/ Christmas card.</p> <p>Adapting to changes of routine – Christmas jumper day, EY sing-a-long, Christmas dinner</p>	<p><b>Learning Objectives:</b> Learning Objectives:</p> <p><b>Listening</b> Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in non-fiction books. Learn rhymes, poems and songs. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p><b>Speaking</b> Ask questions to find out more and check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.</p>	<p><b>Experiences/Provision:</b></p> <p>Story times encouraging the children to retell what they have heard, sharing their ideas and asking questions.</p> <p>Talking about themselves and their likes and dislikes</p> <p>Talking about what dreams are – good dreams and bad dreams</p> <p>Opportunities to talk about festivals and celebrations they have attended</p> <p>Practising alphabet (singing) Letters and Sounds Phase 1&amp;2</p> <p>Discussing change including seasonal, moving from nursery to reception.</p> <p>Helicopter stories – making and telling their own story for adult to scribe.</p>	<p><b>Learning Objectives:</b> <b>Gross motor</b> 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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. 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. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.</p> <p><b>Fine motor</b> 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. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p><b>Experiences/Provision:</b></p> <p>Hygiene (washing hands etc.)</p> <p>Cutting and sticking-independent and guided.</p> <p>Changes to body when exercising.</p> <p>Daily funky finger time for fine motor-including fastenings.</p> <p>Folding paper to make cards</p> <p>Spatial awareness- ring games, small apparatus</p> <p>Playdough provisions</p> <p>Practising independence skills, putting on &amp; doing up fastenings on own coat. Why are we having to wear mittens, hats etc.</p> <p>Looking at fluorescent/ safety clothing – why worn?</p> <p>Cooking- making Christmas shape cookies</p> <p>Looking at festival foods – are they healthy?</p> <p>Firework, candle, torch/battery safety</p> <p>Whole class P.E lesson - dance</p>

Literacy		Mathematics		Understanding the World		Expressive Arts and Design	
<p><b>Learning Objectives:</b></p> <p><b>Comprehension</b> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p><b>Word Reading</b> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p><b>Writing</b> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>	<p><b>Experiences/ Provision:</b></p> <p>Nursery rhymes and rhyming words – odd one out</p> <p>Provisions based around stories</p> <p>Writing name in Christmas card.</p> <p>Writing letters to Father Christmas</p> <p>Letters and sounds Phase 2 and begin Tricky Words</p> <p>Formation of phase 2 sounds.</p> <p>Night time stories and poems.</p> <p>Different versions of the Nativity story</p> <p>Variety of Christmas stories</p>	<p><b>Learning Objectives:</b></p> <p><b>Number</b> Count objects, actions and sounds. Subitise. Count beyond ten. Compare numbers. Link the number symbol (numeral) with its cardinal number value. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10.</p> <p><b>Numerical Patterns</b> Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue copy and create repeating patterns. Compare length, weight and capacity.</p>	<p><b>Experiences/ Provision:</b></p> <p>Talking about how old they are and number of people in family-Birthday chart</p> <p>Recognising numbers in the environment including the use of Numicon to represent numbers</p> <p>Basic one to one correspondence through a variety of counting activities</p> <p>Representing numbers in a variety of ways – Advent calendar</p> <p>Practical activities combining two groups problem solving based on mental counting</p> <p>Number songs and rhymes</p> <p>Shape language – sides, curved, straight, points, corners, sphere, circle, crescent</p> <p>Positional language – hide the present.</p> <p>2d and 3d shapes throughout a range of provision.</p> <p>Looking at packaging/ presents- guessing shape inside the gift wrap.</p> <p>Following Mathematics Mastery as framework</p>	<p><b>Learning Objectives:</b></p> <p><b>Natural World</b> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p> <p><b>People &amp; Places</b> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Recognise some environments that are different to the one in which they live.</p> <p><b>People, cultures and communities.</b> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries</p>	<p><b>Experiences/ Provision:</b></p> <p>Talking about family celebrations, and with whom they are shared.</p> <p>Talk about firework safety</p> <p>Describing themselves, others and their favourite things including colours</p> <p>Understanding some people work during the night time</p> <p>Use of computers &amp; I pads in the classroom</p> <p>Times of the day – daily routines</p> <p>Pretend birthday/ Divali/ Christmas celebrations</p> <p>Learn about what Nocturnal animals are</p> <p>Autumn – leaves, colours, dark, seeds, Evergreen plants/ trees, berries. Shapes of Christmas trees</p> <p>Using torches as a light source – change effect with colour filters. Cut outs</p> <p>Using playdough-shapes</p> <p>Cutting and sticking skills</p> <p>Using Espresso to find out things about Diwali, Bonfire night, Christmas</p>	<p><b>Learning Objectives:</b></p> <p><b>Being Imaginative and Creative</b> Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.</p> <p><b>Creating with Material</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>	<p><b>Experiences/ Provision:</b></p> <p>Using different art techniques on black paper.</p> <p>Looking at works of art representing night-time. E.g. Van Gogh</p> <p>Rangoli patterns.</p> <p>Signing/Nursery rhymes &amp; lullabies Offering opinions on what music makes the feel sleepy</p> <p>Singing and dancing to Christmas songs &amp; number rhymes</p> <p>Pretending to be other people in the home corner and the outdoor area, decorating Home corner</p> <p>Making a 'Sleepy Thing' toy</p> <p>Just dance and music on for dancing during daily moving up time.</p> <p>Learning&amp; practising songs/ dance to perform for parents.</p> <p>Making a Christmas card</p> <p>Decorating paper/ printing to use as wrapping paper</p> <p>Participating in end of term party.</p> <p>Looking at the natural colours of Christmas. (red/ green-why?)</p>

Additional resources	Vocabulary	Displays/ areas of interest	Outings/ visitors	Special events
<ul style="list-style-type: none"> <li>Night time Story books- Peace at last, Owl babies, Whatever next,</li> <li>Resources for home corner</li> <li>Firework music/ photo stimulus</li> <li>Diwali DVD</li> <li>Christmas DVD</li> </ul>	<ul style="list-style-type: none"> <li>Colours</li> <li>Celebration words</li> <li>Positional language</li> <li>Seasonal language</li> <li>School, playground, field</li> <li>Environment</li> <li>Thinking vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Maths display linked to shapes-stars, crescent moon</li> <li>Topic – Night time</li> <li>Nativity characters- small world</li> <li>Wow stars</li> <li>Lunar landscape small world</li> </ul>	<ul style="list-style-type: none"> <li>Paramedic who works night shifts.</li> </ul>	<ul style="list-style-type: none"> <li>Bonfire Night</li> <li>BBC Children in Need</li> <li>EYFS Christmas performance</li> <li>Christmas Jumper Day</li> <li>End of term party</li> </ul>

## Spring 1 & 2

Autumn Term 1	Me and My Community	Spring Term 1	Once Upon a Time	Summer Term 1	Big Wide World
Autumn Term 2	Starry Night	Spring Term 2		Summer Term 2	Ready Steady Grow

Personal, Social and Emotional development		Communication and Language		Physical Development	
<p><b>Learning Objectives:</b> <b>Self Regulate</b> Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Manage their own needs.</p> <p><b>Managing Self</b> See themselves as a valuable individual. Show resilience and perseverance in the face of challenge.</p> <p><b>Building Relationships</b> Build constructive and respectful relationships. Think about the perspectives of others.</p>	<p><b>Experiences/Provision:</b></p> <p>Chn to talk about their Christmas holiday/ presents</p> <p>Special events – special personal events such as birthdays</p> <p>Outside area: opportunities for sharing, working together and team building</p> <p>Each child having a turn of taking home The Naughty Bus</p> <p>Explaining to class what they were doing in any Tapestry uploads (from home)</p> <p>Learning about rehearsing what they want to say before recording it</p> <p>Expecting children to want to come into the classroom without parent/carer.</p> <p>Opportunities in play where children <u>have</u> to share and negotiate.</p>	<p><b>Learning Objectives:</b> <b>Listening &amp; Attention</b> Understand how to listen carefully and why listening is important. Learn new vocabulary. Use New vocabulary through the day. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in Non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p><b>Speaking</b> Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.</p>	<p><b>Experiences/Provision:</b></p> <p>Establish/remind children of new or familiar class routines – behavioural expectations.</p> <p>Story times- encouraging the children to retell what they have heard, sharing their ideas and asking questions.</p> <p>Talking about themselves and their likes and dislikes</p> <p>Opportunities to talk about festivals and celebrations they have attended</p> <p>Practising alphabet (singing) Letters and Sounds Phase 1&amp;2</p> <p>Discussing change including seasonal,</p> <p>Sometimes making up stories at story time, taking suggestions from the children.</p> <p>Expecting children to respond using full sentences</p> <p>Developing technological vocab – e mail, messaging, texting, programming, electricity, batteries, charging</p> <p>Giving instructions in logical/ organised order</p> <p>Combining small world and technological toys in role play situations.</p>	<p><b>Learning Objectives:</b> <b>.Gross motor skills</b> 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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. 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. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.</p> <p><b>Fine motor skills</b> 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. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p><b>Experiences/Provision:</b></p> <p>Hygiene (washing hands etc.)</p> <p>Dance unit – using technology to play different styles of music</p> <p>Noticing changes to body when exercising. Begin to understand terms ‘warm up’ and ‘cool down’-.</p> <p>Daily funky finger time for fine motor- including fastenings.</p> <p>Spatial awareness- ring games, small apparatus</p> <p>Practising independence skills, putting on &amp; doing up fastenings on own coat. Why are we having to wear mittens, hats etc.</p> <p>Cooking- hygiene, process and range of skills</p> <p>Cooking Chinese vegetable stir fry – knowing the need to have different types of food</p>

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
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<p><b>Learning Objectives:</b></p> <p><b>Comprehension</b> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p><b>Word Reading</b> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p><b>Writing</b> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>	<p><b>Experiences/ Provision:</b></p> <p>Rhyming and alliteration stories</p> <p>Provisions based around stories</p> <p>Listening to audio stories – opportunities to retell the pictures in their imaginations.</p> <p>Following e-book text on SMART TV</p> <p>Letters and sounds Phase 2 &amp; 3</p> <p>Learning how to write e mails and then pretending in their play.</p> <p>Book area inside and outside – self chosen</p> <p>Making a class book of logos from Google Images</p> <p>Helicopter Stories</p> <p>Writing own version of stories</p>	<p><b>Learning Objectives:</b></p> <p><b>Number</b> Count objects, actions and sounds. Subitise. Count beyond ten. Compare numbers. Link the number symbol (numeral) with its cardinal number value. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10.</p> <p><b>Numerical patterns</b> Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.</p>	<p><b>Experiences /Provision:</b></p> <p>Number rhymes and songs</p> <p>Recognising numbers in the Environment, particularly electronically – Digital clock, calculators, stopwatch ...</p> <p>Representing numbers in a variety of ways</p> <p>Practical activities combining two groups problem solving based on mental counting</p> <p>2d and 3d shapes throughout a range of provision.</p> <p>Focus on new Year date and changing seasons</p> <p>Counting money in CNY envelope</p> <p>Opportunities in play to reflect newly understood concepts – ordering numbers to 20</p> <p>Easter maths – doubling and halving with eggs, counting &amp; matching using egg boxes</p>	<p><b>Learning Objectives:</b></p> <p><b>Past &amp; Present</b> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p><b>People, Cultures &amp; community</b> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.</p> <p><b>The Natural World</b> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Recognise some environments that are different to the one in which they live.</p>	<p><b>Experiences/ Provision:</b></p> <p>Fining China on Google Earth.</p> <p>Watching Chinese New Year DVD</p> <p>Chinese food role play</p> <p>Talking about family celebrations, and with whom they are shared.</p> <p>Investigating electrical circuits Use of computers &amp; iPads in the classroom</p> <p>Times of the day – daily routines</p> <p>Pretend birthday celebrations</p> <p>Melting chocolate in a microwave for crispy cakes – party food.</p> <p>Introducing internet safety – Stories</p> <p>Winter– leaves, dark, Evergreen plants/ trees, berries,</p> <p>Consolidating cutting and sticking skills</p> <p>Easter stories and customs</p>	<p><b>Learning Objectives:</b></p> <p><b>Creating with material</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p> <p><b>Being imaginative &amp; expressive</b> Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.</p>	<p><b>Experiences/ Provision:</b></p> <p>Digital Art – Using Paint program on computer and iPads</p> <p>Making sounds/music on electric keyboard</p> <p>Recording themselves singing on easi-speak microphones</p> <p>Pretending to be other people in the home corner and the outdoor area,</p> <p>Creative table in the classroom</p> <p>Just dance and music on for dancing during daily moving up time.</p> <p>Using Red/black and gold paper and colours for CNY</p> <p>Participating in Moving Up term party.</p> <p>Computer keyboards in role play to 'send' e mails</p> <p>Remote controls and mobile phones in role play</p>
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Additional resources	Vocabulary	Displays/ areas of interest	Outings/ visitors	Special events
<ul style="list-style-type: none"> <li>• Story sacks</li> <li>• Stories and artefacts from different cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Seasons. pattern of day</li> <li>• Celebration words</li> <li>• Positional language</li> <li>• Winter/ Spring language</li> <li>• Author, illustrator, book, cover, pages, spine, contents</li> <li>• Narrative style – "Once upon a time"</li> </ul>	<ul style="list-style-type: none"> <li>• Letters and sounds</li> <li>• Wow wall</li> <li>• Literacy display name writing</li> <li>• Topic – Favourite stories</li> </ul>	<ul style="list-style-type: none"> <li>• Watching a pantomime of a traditional story.</li> <li>• Inviting visitors to come in and read stories</li> </ul>	<ul style="list-style-type: none"> <li>• Reading focus</li> <li>• Moving up party</li> <li>• Chinese New Year</li> <li>• Sending e mails</li> <li>• Target sharing day</li> <li>• World Book Day</li> </ul>

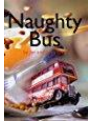


# Summer 1

Autumn Term 1	Me and My Community	Spring Term 1	Once Upon a Time	Summer Term 1	Big Wide World
Autumn Term 2	Starry Night	Spring Term 2		Summer Term 2	Ready Steady Grow

Personal, Social and Emotional development		Communication and Language		Physical Development	
<p><b>Learning Objectives:</b></p> <p><b>Self-regulate</b> Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Manage their own needs.</p> <p><b>Managing Self</b> See themselves as a valuable individual. Show resilience and perseverance in the face of challenge.</p> <p><b>Building Relationships</b> Build constructive and respectful relationships. Think about the perspectives of others</p>	<p><b>Experiences/Provision:</b></p> <p>Circle times, working on listening skills and sharing of news.</p> <p>Children to recall anything they may have done over the Easter holiday.</p> <p>Special events – special personal events e.g. birthdays</p> <p>Outside area: opportunities for sharing, working together and team building</p> <p>Introducing 'Free Flow Friday' so that the children have access to both classrooms – opportunities to share and use unfamiliar resources. Opportunity for staff to observe and support other children. Opportunity for children to work as a team and negotiate.</p> <p>Link with 'Naughty Bus story'. Talk about how sometimes our bad behaviour/ choices spoil things for other people and that there may be a mess to clear up afterwards.</p>	<p><b>Learning Objectives:</b></p> <p><b>Listening</b> Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in non-fiction books. Learn rhymes, poems and songs. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p><b>Speaking</b> Ask questions to find out more and check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.</p>	<p><b>Experiences/Provision:</b></p> <p>Expecting children to stay at a self-chosen task for longer, giving verbal challenges/ problems to solve to develop higher level thinking.</p> <p>Story times -encouraging the children to retell what they have heard, sharing their ideas and asking questions.</p> <p>Talking about themselves and their likes and dislikes, particularly with different members of staff.</p> <p>Opportunities to talk about festivals and celebrations they have attended</p> <p>Practising alphabet (singing) Essential Letters and Sounds Phase</p> <p>Discussing change including seasonal, visual timetable of day.</p>	<p><b>Learning Objectives:</b></p> <p><b>Gross motor</b> 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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. 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. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.</p> <p><b>Fine motor</b> 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. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p><b>Experiences/Provision:</b></p> <p>Hygiene (washing hands etc.)</p> <p>Cutting and sticking-independent and guided.</p> <p>Changes to body when exercising.</p> <p>Regular funky finger/ handwriting time for fine motor.</p> <p>Folding paper to make cards</p> <p>Inspiration for children to choose to write – pictures of cars, logos, super bikes, Cars film ...</p> <p>Spatial awareness- ring games, small apparatus. Investigating new equipment from SP grant</p> <p>Playdough provisions</p> <p>Practising independence – talking about safety in the sun – hats &amp; sun cream, finding shade, drinking water.</p> <p>Looking at fluorescent/ safety clothing – why worn? Link to Wonderful Wheels day –why must we wear safety helmets? Look at knee and shoulder pads for skateboarders.</p> <p>Cooking- making car/vehicle shape cookies for class Assembly</p> <p>Circle time discussions: What else keeps us healthy? Why do we need to sleep? How much time are you allowed to play on an iPhone or tablet? What does recycle mean? How can you help to look after the world?</p>

Literacy		Mathematics		Understanding the World		Expressive Arts and Design	
<p><b>Learning Objectives:</b></p> <p><b>Comprehension</b></p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p><b>Word Reading</b></p> <p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p><b>Writing</b></p> <p>Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>	<p><b>Experiences/Provision:</b></p> <p>Rhyming and alliteration stories</p> <p>Provisions based around stories</p> <p>Following e-book text on SMART TV</p> <p>Listening to stories on Coomber CD player</p> <p>Letters and sounds Phase 2, 3 &amp; 4</p> <p>Setting in ability groups for phonic sessions</p> <p>Book area inside and outside – self chosen</p> <p>Making a class book of car logos from Google Images</p> <p>Mark making on tally charts – traffic count, car makes.</p> <p>Writing own version of stories</p> <p>Class book –'Naughty Bus'. Each child having a turn of taking the text and bus home, and writing a sentence about the bus's adventure with them.</p>	<p><b>Learning Objectives:</b></p> <p><b>Number</b></p> <p>Count objects, actions and sounds. Subitise. Count beyond ten. Compare numbers. Link the number symbol (numeral) with its cardinal number value. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10</p> <p><b>Numerical Patterns</b></p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.</p>	<p><b>Experiences/Provision:</b></p> <p>Number rhymes and songs</p> <p>Recognising numbers in the Environment, particularly electronically – Digital clock, calculators, stopwatch ...</p> <p>Buying on the internet – Credit card, account ...</p> <p>Representing numbers in a variety of ways – tally chart, pictograph</p> <p>Practical activities combining two groups problem solving based on mental counting</p> <p>2d and 3d shapes throughout a range of provision.</p> <p>Focus on 3D shapes – building models of cars, vans etc. Testing the suitability of cylinders as wheels.</p> <p>Looking at road signs – what does the 'm' mean?</p> <p>Looking at the numbers on registration plates</p>	<p><b>Learning Objectives:</b></p> <p><b>Natural World</b></p> <p>Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p> <p><b>People &amp; Places</b></p> <p>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Recognise some environments that are different to the one in which they live.</p> <p><b>People, cultures and communities.</b></p> <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.</p>	<p><b>Experiences/Provision:</b></p> <p>Talking about journeys they may have been on with their families.</p> <p>Talking about family celebrations, and with whom they are shared.</p> <p>Use of computers &amp; iPads in the classroom</p> <p>Times of the day – daily routines</p> <p>Pretend birthday celebrations</p> <p>Look at different types of vehicles from around the world – why are they more appropriate to use?</p> <p>Looking at maps and begin to understand symbols used.</p> <p>Look at road signs and understand what they mean.</p> <p>Spring– leaves, blossom,</p> <p>Finding Boydells farm on Google maps and looking at route of journey.</p> <p>Looking at website of Boydells farm.</p> <p>Beginning to understand 'then &amp; now' in relation to technological advances.</p> <p>Knows what 'technology' means and how it has been used in the development of transport.</p>	<p><b>Learning Objectives:</b></p> <p><b>Being Imaginative and Creative</b></p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.</p> <p><b>Creating with Material</b></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>	<p><b>Experiences/Provision:</b></p> <p>Digital Art – Using Paint program on computer and iPads to draw vehicles</p> <p>Observational drawing of a bicycle wheel</p> <p>Using small cars' vehicles to create tyre track prints</p> <p>Using marbles and spheres to paint continuous lines.</p> <p>Painting a picture of their family car.</p> <p>Looking at works of art/ advertising photos of vehicles.</p> <p>Consolidating cutting and sticking skills</p> <p>Pretending to be other people/take on a role in the home corner and the outdoor area,</p> <p>Creative table in the classroom</p> <p>Just dance and music on for dancing during daily moving up time.</p> <p>Performing in Class Assembly</p> <p>Participating in Moving Up party.</p> <p>Small world provision, based around vehicles, garage,</p> <p>Build and create own vehicles to 'drive' in outside area</p>

Additional resources	Vocabulary	Displays/ areas of interest	Outings/ visitors	Special events
 <ul style="list-style-type: none"> <li>The Naughty Bus story and die cast mini-bus</li> </ul>	<ul style="list-style-type: none"> <li>Vehicle, transport, engine, power, inventions, wheels, axle, tyres, garage, mechanic, directions, map, registration plate, MOT, licence, test, sleigh, tread, canoe, rickshaw,</li> </ul>	<ul style="list-style-type: none"> <li>Old and new vehicles</li> <li>Wonderful Wheels Artwork</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Class Assembly</li> <li>'The Adventures of 'Naughty Bus'</li> <li>Wonderful Wheels day</li> </ul>



## Summer 2

Autumn Term 1	Me and My Community	Spring Term 1	Once Upon a time	Summer Term 1	Big Wide World
Autumn Term 2	Starry Night	Spring Term 2		Summer Term 2	Ready Steady Grow

Personal, Social and Emotional development		Communication and Language		Physical Development	
<p><b>Learning Objectives:</b></p> <p><b>Self-regulate</b> Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Manage their own needs.</p> <p><b>Managing Self</b> See themselves as a valuable individual. Show resilience and perseverance in the face of challenge.</p> <p><b>Building Relationships</b> Build constructive and respectful relationships. Think about the perspectives of others.</p>	<p><b>Experiences/Provision:</b></p> <p>Circle times, working on listening skills and sharing of news.</p> <p>Children to recall anything they may have done over the Half-term holiday.</p> <p>Special events – special personal events e.g. birthdays</p> <p>Outside area: opportunities for sharing, working together and team building</p> <p>Visits to next year's year group classroom – meet the teacher. Talk together about feelings, concerns, worries, excitement etc</p> <p>Recording 'My Views' for end of year report. Reflecting back over their reception year – what was their favourite thing? Which achievements are they most proud of?</p>	<p><b>Learning Objectives:</b></p> <p><b>Listening</b> Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in non-fiction books. Learn rhymes, poems and songs. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p><b>Speaking</b> Ask questions to find out more and check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.</p>	<p><b>Experiences/Provision:</b></p> <p>Expecting children to stay at a self-chosen task for longer, giving verbal challenges/ problems to solve to develop higher level thinking.</p> <p>Story times -encouraging the children to retell what they have heard, sharing their ideas and asking questions.</p> <p>Talking about themselves and their likes and dislikes, particularly with different members of staff.</p> <p>Opportunities to talk about festivals and celebrations they have attended</p> <p>Practising alphabet (singing) Essential Letters and Sounds Phase</p> <p>Discussing change including seasonal, visual timetable of day.</p>	<p><b>Learning Objectives:</b></p> <p><b>Gross motor</b> 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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. 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. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.</p> <p><b>Fine motor</b> 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. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p><b>Experiences/Provision:</b></p> <p>Hygiene (washing hands etc.)</p> <p>Cutting and sticking-independent and guided.</p> <p>Changes to body when exercising.</p> <p>Regular funky finger/ handwriting time for fine motor.</p> <p>Folding paper to make cards</p> <p>Spatial awareness- ring games, small apparatus. Investigating new equipment from SP grant</p> <p>Playdough provisions</p> <p>Practising independence – talking about safety in the sun – hats &amp; sun cream, finding shade, drinking water.</p> <p>Cooking healthy food – fruit salad, pizza's etc. Talking about what healthy food is and how we need a variety of types of food.</p> <p>Planting and growing in the outdoor area.</p> <p>Classifying foods into healthy and unhealthy? What does healthy actually mean?</p>

Literacy		Mathematics		Understanding the World		Expressive Arts and Design	
<p><b>Learning Objectives:</b></p> <p><b>Comprehension</b> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p><b>Word Reading</b> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p><b>Writing</b> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>	<p><b>Experiences/ Provision:</b></p> <p>Rhyming and alliteration stories</p> <p>Provisions based around stories</p> <p>Listening to stories on Coomber CD player</p> <p>Letters and sounds Phase 2, 3 &amp; 4</p> <p>Setting in ability groups for phonic sessions</p> <p>Book area inside and outside – self chosen</p> <p>Writing 'Thank You' letters to the farmer.</p> <p>Writing instructions for planting seeds.</p> <p>Writing own version of stories</p> <p>Class book –'Naughty Bus'. Each child having a turn of taking the text and bus home, and writing a sentence about the bus's adventure with them.</p>	<p><b>Learning Objectives</b></p> <p><b>Number</b> Count objects, actions and sounds. Subitise. Count beyond ten. Compare numbers. Link the number symbol (numeral) with its cardinal number value. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10.</p> <p><b>Numerical Patterns</b> Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue copy and create repeating patterns. Compare length, weight and capacity.</p>	<p><b>Experiences/ Provision:</b></p> <p>Number rhymes and songs</p> <p>Recognising numbers in the Environment, particularly electronically – Digital clock, calculators, stopwatch ...</p> <p>Buying on the internet – Credit card, account ...</p> <p>Representing numbers in a variety of ways – tally chart, pictograph</p> <p>Practical activities combining two groups problem solving based on mental counting</p> <p>2d and 3d shapes throughout a range of provision.</p> <p>Setting up a farm shop in outdoor role play. Introducing money transaction and social communication.</p>	<p><b>Learning Objectives:</b></p> <p><b>Natural World</b> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p> <p><b>People &amp; Places</b> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Recognise some environments that are different to the one in which they live.</p> <p><b>People, cultures and communities.</b> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.</p>	<p><b>Experiences/ Provision:</b></p> <p>Talking about journeys they may have been on with their families.</p> <p>Talking about family celebrations, and with whom they are shared.</p> <p>Use of iPads in the classroom</p> <p>Times of the day – daily routines</p> <p>Pretend birthday celebrations</p> <p>Look at road signs and understand what they mean.</p> <p>Noticing seasonal change into summer – sun safety,</p> <p>Finding Boydells farm on Google maps and looking at route of journey.</p> <p>Looking at website of Boydells farm.</p> <p>Looking at pictures of farm vehicles and their different jobs. Comparing farm machinery from the past to today</p> <p>Looking at pictures of male and female farmers from around the world.</p> <p>Discuss how we can look after the world, and not waste food or water.</p>	<p><b>Learning Objectives:</b></p> <p><b>Being Imaginative and Creative</b> Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.</p> <p><b>Creating with Material</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>	<p><b>Experiences/ Provision:</b></p> <p>Digital Art – Using Paint program on computer and iPads to draw vehicles</p> <p>Observational drawing of a bicycle wheel</p> <p>Using small cars' vehicles to create tyre track prints</p> <p>Using marbles and spheres to paint continuous lines.</p> <p>Painting a picture of their family car.</p> <p>Looking at works of art/ advertising photos of vehicles.</p> <p>Consolidating cutting and sticking skills – extend competent with range of materials and more complicated shapes.</p> <p>Pretending to be other people/take on a role in the home corner and the outdoor area,</p> <p>Creative table in the classroom</p> <p>Just dance and music on for dancing during daily moving up time.</p> <p>Participating in Moving Up party.</p> <p>Small world provision, based around farms.,</p>

Additional resources	Vocabulary	Displays/ areas of interest	Outings/ visitors	Special events
<p>Planting &amp; gardening tools and Resources. Magnifying glasses to look at fruit skin</p>	<p>Fruit, vegetable, skin, peel, vitamins, sugar, tropical, healthy, taste, supermarket, farm shop, berry, greengrocers, farm, farmer, harvest, dairy</p>	<ul style="list-style-type: none"> <li>Boydells farm trip</li> <li>Planting in outdoor area</li> <li>'Half Term Homework' – Tapestry</li> <li>Observational drawings and close up photos of fruit/veg</li> </ul>	<ul style="list-style-type: none"> <li>Trip to Boydells Farm</li> <li>FUDG – Dad's &amp; Grandads</li> </ul>	<ul style="list-style-type: none"> <li>Sports Day</li> <li>FUDG</li> <li>Exhibition afternoon</li> <li>End of year family picnic</li> <li>Transition sessions morning</li> </ul>