



Themes may be adapted at various points to allow for children's interests to flow through the provision

Foundation 2 Long Term Plan

St Margaret Clitherow Academy

| | Advent 1 | Advent 2 | Spring 1 | Spring 2 | Pentecost 1 | Pentecost 2 |
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| Overarching topics | Marvellous Me! | Terrific Tales | Amazing Animals | Come Outside | Ticket to Ride | Fun at the Seaside |
| General Themes | Starting school / getting to know my new class What Makes Me Special – knowing I am unique with individual talents, gifts and skills Knowing about my body and what it can do Identifying and using my Senses – signs and Autumn and walk Knowing my feelings and the feelings of others. Focus on making friends and being kind Looking at my home and local area (school) | Traditional Tales Little Red Hen linked to . Harvest festival. Three Little Pigs and materials. Where has the Gingerbread Man been – linked to UTW Diwali – tales from other cultures The Nativity Christmas Lists Letters to Father Christmas and walking to post them in groups | Life cycles of butterflies, frogs and hens Safari animals Animals around the world Climates / Hibernation Minibeasts Sea creatures Animal Arts and crafts Animal patterns Happy Habitats | Pants & Flowers Weather / seasons The great outdoors Planting seeds Make a sculpture/ transient nature art linked to Andy Goldsworthy How can we look after our Earth and animals? | How can we move around Nottingham Where in the world have you been? Where do we live in the UK / world? Fly me to the moon! Finding out about vehicles past and Present Designing our own vehicles. Who was Neil Armstrong? | Who lives under the sea? Holiday clothes and packing. Where in the world shall we go? Send me a postcard! Marine life Fossils – Mary Anning Dinosaurs – how do we know about them? |

Religious Education

Religious Education forms a **valuable** part of the educational experience of our pupils. Through **engaging, practical and integrated activities**, children can **learn more about themselves, other people and the world around them and develop their religious knowledge, skills and understanding**. Religious Education makes an active contribution to the areas of learning outlined in our curriculum but makes a particularly important contribution to: Personal, social and emotional development, Communication, language and literacy, Knowledge and understanding of the world and Creative development across our whole curriculum, we aim to deliver a Religious Education programme which **meets the needs of all children**; make provision for the **spiritual, moral, social and cultural development** of their pupils within a **Catholic context**; build upon and extend Religious Education begun in the home and **work in active partnership** with home and parish.

| R.E Come and See Programme | <p>Domestic Church – Family: Myself</p> <p>Know and understand:</p> <ul style="list-style-type: none"> • The importance of my name • God knows and loves me and each one by name | <p>Other Faith - Judaism</p> <p>To look at, discover and respect the Jewish Faith</p> <p>Advent/Christmas: Loving – Birthdays</p> <p>Know and understand:</p> | <p>Local Church: Community - Celebrating</p> <p>Know and understand:</p> <ul style="list-style-type: none"> • what a celebration is • how the parish family celebrate | <p>Eucharist – Relating: Gathering</p> <p>Know and understand:</p> <ul style="list-style-type: none"> • the joy of gathering together to celebrate at Mass | <p>Pentecost - Good News</p> <p>Know and understand:</p> <ul style="list-style-type: none"> • That everyone has Good News to share • Pentecost: the celebration of the Good News of Jesus | <p>Other Faith - _____</p> <p>To look at, discover and respect the _____ Faith</p> <p>Universal Church - Our World</p> |
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| | Baptism: Belonging – Welcome | <ul style="list-style-type: none"> • what a birthday is; waiting for a birthday • Advent: looking forward to Christmas, the birthday of Jesus | Eucharist – Relating: Gathering | Know and understand: <ul style="list-style-type: none"> • how and why people gather together | Lent/Easter: Giving – Growing | Know and understand: <ul style="list-style-type: none"> • Spring is a time when things begin to grow • Lent – a time to grow in love to be more like Jesus and to look forward to Easter | Reconciliation – Friends | Know and understand: <ul style="list-style-type: none"> • We can make friends • Jesus had good friends; what Jesus tells us about friendship | Know and understand: <ul style="list-style-type: none"> • what we love and wonder about our world • God gave us this wonderful world |
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Communication and Language

The development of children’s spoken language underpins all seven areas of learning and development. Children’s **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary** added, practitioners will build children’s language effectively. **Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts**, will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary** and **language structures**.

ELG in the different aspects of Communication and Language

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| Listening, Attention and Understanding | Speaking |
| <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. | <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. |

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| Communication and Language C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, EYFS productions, assemblies and interventions. DAILY STORY TIME | Settling in activities Making friends Children talking about experiences that are familiar to them Sharing news from home. Talking about families Shared stories Model talk routines through the day. For example, arriving in school: “Good morning, how are you?” | Develop vocabulary Retelling stories Story language Listening and responding to stories Following instructions Taking part in discussion Understand how to listen carefully and why listening is important – introducing talking partners. Use new vocabulary through the day. Carefully chosen stories to develop the children’s vocabulary. | Using language well. Encourage and model the use of how and why questions during story time and play Retelling a story with story language – provide puppets and props in CP. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. | Encourage and model the use of time connectives when children are telling their news from home or retelling stories. Understand how to listen carefully and why listening is important – children to listen carefully and ask good questions during news time. Sustained focus when listening to a story | Re-read some favourite stories/ stories we have used in our learning to revisit and consolidate vocabulary and events – making our learning sticky! | Show and tell Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places with different weather types, dinosaurs and seaside destinations. Model using the features of non-fiction books. |
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Literacy

It is crucial for children to develop a **life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding**) and the **speedy recognition of familiar printed words**. Writing involves **transcription** (spelling and handwriting) and **composition** (articulating ideas and structuring them in speech, before writing)

ELG in the different aspects of Literacy

| Comprehension | | Word Reading | | | Writing | |
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| <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play | | <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words | | | <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. | |
| <p>COMPREHENSION Developing a passion for reading Children will listen to stories and develop their comprehension through discussion. They will take part in guided reading 3 times a week and have the opportunity to change their reading book every week.</p> | Share stories that reflect the diversity of our class – culture/race and gender. Joining in with rhymes and showing an interest in stories. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Engage in extended conversations about stories, learning new vocabulary. | Retelling stories related to events through acting/role play. Retelling stories using images and actions Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books Recognise main characters in a familiar text | Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words. Take part in detailed discussions about books read | Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events | Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or caption | Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Can answer simple questions about a familiar text |
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| <p>WORD READING Children will practice word reading during phonics lessons, in independent learning and in continuous provision. they will also take part in guided reading sessions</p> | <p>Phonic Sounds: s a t p i n m d g o c k ck e u r h b f l Tricky words: is l the</p> <p>Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p> | <p>Phonic Sounds: ff ll ss j v w x y z zz qu ch sh th ng nk Tricky words: put pull full as and has his her go no to into she push he of we me be</p> <p>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p> | <p>Phonic Sounds: ai ee igh oa oo oo ar or ur ow oi ear air er Tricky words: was you they my by all are sure pure</p> <p>Reading: Rhyming strings, common themes in traditional tales, identifying characters and settings. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p> | <p>Phonic Sounds:Review Phase 3 Tricky words: review the words taught so far</p> <p>Reading: Innovating and retelling stories to an audience, nonfiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping' Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p> | <p>Phonic learning: Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words Tricky words: said so have like some come love do were here little says there when what one out today</p> <p>Reading:, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters</p> | <p>Phonic learning: Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ - er, -est • longer words and compound words Tricky words: Review all taught so far.</p> <p>Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p>End of term assessments</p> |
| <p>WRITING Writing will based on the texts that we are focusing on. Children will practise writing in guided groups and in continuous provision</p> | <p>Texts as a Stimulus: Here We Are The Big Book of Families The Five Senses From Head to Toe</p> <p>Children will be experimenting with mark-making and writing/tracing patterns They will begin to develop a dominant hand and work towards a tripod grip. Children will start to give meaning to marks and labels. Writing initial sounds and simple captions about themselves and their families. Children will begin to write letters from their names and linked to phonics. Name writing practice will happen daily</p> | <p>Texts as a Stimulus: Christmas Story Rama and Sita The Gingerbread Man The Enormous Turnip Little Red Hen Tiger Who Came To Tea</p> <p>Labelling using initial sounds. Oralling telling stories sometimes with adults acting as scribes Writing CVC words to label characters from the Little Red Hen and The enormous turnip. Writing simple captions about pictures from traditional tales e.g. it is a hen. Help children identify the sound that is tricky to spell. Sequence stories such as The Tiger that came to tea/Christmas story.</p> | <p>Texts as a Stimulus: The Bad Tempered Ladybird Walking Through The Jungle Dear Zoo The Rainbow</p> <p>Using images to retell a story Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around writing own Dear Zoo story</p> | <p>The Tiny Seed Oliver's Vegetables Jack and the Beanstalk</p> <p>Drawing and labelling our own story maps – Jack and the Beanstalk and writing captions and labels, writing simple sentences. Order the Easter story. Labels and captions – life cycles How to look after a seed leaflet Character descriptions. Write 2 sentences</p> | <p>Texts as a Stimulus: The Way Back Home Mr. Gumpy's Outing Whatever Next! How to Catch a Star The Way Back Home.</p> <p>Writing lists e.g. what would we pack to take to space? Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Recount</p> | <p>Texts as a Stimulus: Tiddler What the Ladybird Heard at the Seaside The Storm Whale Dinosaur non-fiction books Tyrannosaurus Drip</p> <p>Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Character description – Tyrannosaurus drip and Tiddler</p> |

Maths

Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships** between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives**, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning skills** across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests** in mathematics, look for **patterns and relationships**, **spot connections**, **'have a go'**, **talk to adults and peers** about what they notice and **not be afraid to make mistakes**.

ELG in the different aspects of Maths

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

MATHS (following White Rose Maths)

Getting to know you

– opportunities for settling in, Introducing to continuous provision

Just Like Me!

– Match and Sort, Compare Amounts, Compare mass, size and capacity, Explore Patterns

It's Me 123

– Representing, comparing and composition of 1,2 and 3, Circles and Triangles and positional language

Light and Dark

– Representing numbers to 5, One more and one less, shapes with 4 sides, time

Alive in 5

Introducing 0, comparing 4 and 5 and composition of 4 and 5. Compare mass and capacity

Growing 6

Number 6, Combining 2 amounts, making pairs, length and height, time

Growing 7,8

Number 7 and 8, Combining 2 amounts, making pairs, length and height, time

Building 9, 10

Counting to 9 and 10, comparing 9 and 10, number bonds to 10, 3D shapes, patterns

To 20 and beyond

Building numbers beyond 10, counting patterns beyond 10, spatial reasoning, match, rotate, manipulate

First, then, now

adding more, talking away, spatial reasoning, compose and decompose

Find my pattern

Doubling, Sharing, Grouping, Odds and even, spatial reasoning, visualise and build

On the move

Patterns and Relationships spatial reasoning, mapping

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to **lead healthy and happy lives**, and is **fundamental to their cognitive development**. Underpinning their personal development are the important attachments that shape their social world. **Strong, warm and supportive relationships** with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention** as necessary. Through adult **modelling and guidance**, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported **interaction with other children** they learn how to make **good friendships, co-operate and resolve conflicts peacefully**. **These** attributes will provide a secure platform from which children can achieve at school and in later life.

ELG in the different aspects of Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Following Ten Ten program of study

PSED
PSHE is developed throughout the year through high quality interactions, group discussions, sharing circles, PSHE times, and throughout continuous provision.

What will children learn?
Handmade with Love
Children can express that:

- We are created individually by God as part of His creation plan
- We are all God's children and are special
- Our bodies were created by God and are good
- We can give thanks to God

What will children learn?
Me, my body, my health
Children can express that:

- We are each unique, with individual gifts, talents and skills
- Whilst we all have similarities because we are made in God's image, difference is part of God's plan
- That their bodies are good and made by God
- The names of the parts of the body (not genitalia)
- That our bodies are good and we need to look after them
- What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene

What will children learn?
Emotional Well Being
Children can express that:

- That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)
- That it is natural for us to relate to and trust one another
- A language to describe their feelings
- An understanding that everyone experiences feelings, both good and bad
- Simple strategies for managing feelings
- Simple strategies for managing emotions and behaviour
- That we have choices and these choices can impact how we feel and respond.
- We can say sorry and forgive like Jesus

Life Cycles
Children can express that:

- That there are natural life stages from birth to death, and what these are - typically naming baby, child, adult.

What will children learn?
Role Models
Children can express that:

- We are part of God's family
- Jesus cared for others and wanted them to live good lives like Him
- We should love other people in the same way God loves us

Personal Relationships

- Children are able to describe:
- Special people (e.g. parents, carers, friends) and what makes them special The importance of the nuclear family and of the wider family
- The importance of being close to and trusting of 'special people' and telling them is something is troubling them How their behaviour affects other people and that there is appropriate and inappropriate behaviour
- The characteristics of positive and negative relationships
- Different types of teasing and that all bullying is wrong and unacceptable When they have been unkind to others and say sorry
- That when we are unkind, we hurt God and should say sorry

What will children learn?
Keeping Safe
Children can explain:

- About safe and unsafe situations indoors and outdoors, including online
- That they can ask for help from their special people
- That they are entitled to bodily privacy That they can and should be open with 'special people' they trust if anything troubles them
- That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest
- That medicines should only be taken when a parent or doctor gives them to us
- That medicines are not sweets
- That we should always try to look after our bodies because God created them and gifted them to us
- That there are lots of jobs designed to help us
- That paramedics help us in a medical emergency
- That First Aid can be used in non-emergency situations, as well as

What will children learn?
Religious Understanding
Children can express:

- That God is love: Father, Son and Holy Spirit
- That being made in His image means being called to be loved and to love others
- What a community is, and that God calls us to live in community with one another
- Some Scripture illustrating the importance of living in a community • That no matter how small our offerings, they are valuable to God and He can use them for His glory

Living in the wider world
Children can express:

- That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community
- That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc. That we have a duty of care for others and for the world we live in (charity work, recycling, etc.)

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| | | | | <ul style="list-style-type: none"> • When people are being unkind to them and others and how to respond • That we should forgive like Jesus forgives. | whilst waiting for an ambulance | <ul style="list-style-type: none"> • About what harms and what improves the world in which they live |
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Physical Development

Physical activity is **vital** in children’s all-round development, enabling them to **pursue happy, healthy and active lives**. Gross **and** fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness, co-ordination and agility**. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to **develop proficiency, control and confidence**.

ELG in the different aspects of Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

GROSS MOTOR SKILLS

Opportunities are provided daily for children to develop their gross motor skills through outdoor and indoor play. Handwriting will be monitored and practised daily

PE Covered with Mr Borne

| Introduction to PE | Sending and receiving | Small and large movements | Movement to music | Coordination/ balance | Athletics |
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| To move in different directions showing ABC (agility, balance and co-ordination). To perform a variety of motor skills alone or with a partner in a non-competitive environment. | To get ready to receive objects. Shows increasing control over an object in pushing, patting, throwing or kicking it. | To move under, round, over equipment and obstacles with ABC (agility, co-ordination and balance) To move freely and with confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. | To explore and copy basic body actions and rhythms from the teacher. To copy and perform adult-led dance moves. | To show good control and coordination in large and small movements. To move with confidence and coordination on simple equipment. | To run and jump with control and balance. Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. |
| Threading, cutting, weaving, playdough, tracing Fine Motor activities. Manipulate objects with good fine motor skills Hold pencil/paint brush beyond whole hand grasp Work on pencil Grip | Develop pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Becoming confident and comfortable using scissors | Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Be able to do own coat up and buttons | Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed. | Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross | Form most letters correctly Copy a square Begin to draw diagonal lines, like in a triangle Start to colour inside the lines of a picture Start to draw pictures that are recognisable Build things with smaller linking blocks |

FINE MOTOR SKILLS

Opportunities will be provided daily to practise a range of fine motor skills in group work and continuous provision

Understanding the World

Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, **listening to a broad selection of stories, non-fiction, rhymes and poems will** foster their understanding of our **culturally, socially, technologically and ecologically diverse world**. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. **Enriching and widening children’s vocabulary** will support later reading comprehension.

ELG in the different aspects of Understanding the World

| <u>Past and Present</u> | <u>People, Culture and Communities</u> | <u>The Natural World</u> |
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| <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. | <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. | <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |

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| <p>Understanding the world</p> <p>Science</p> <p>History</p> <p>Geography</p> <p>Computing</p> | <p>Learning about themselves and others – what is the same and different</p> <p>Identifying their family.</p> <p>Commenting on photos of their family; naming who they can see and of what relation they are to them.</p> <p>Can talk about what they do with their family and places they have been</p> <ul style="list-style-type: none"> • Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. <p>Exploring our school and local area – map work</p> <p>Investigate signs of autumn.</p> <p>Can name and explore their 5 senses, explaining</p> | <p>Can talk about what they have done with their families during Christmas’ in the past.</p> <p>Show photos of how Christmas used to be celebrated in the past.</p> <p>Share different cultures versions of famous fairy tales.</p> <p>To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</p> <p>Stranger danger (based on Jack and the beanstalk).</p> <p>Understand some important processes and changes in the natural world around them, including the seasons (winter)</p> | <p>Listening to stories and placing events in chronological order.</p> <p>What can we do here to take care of animals in the jungle?</p> <p>Compare animals from a jungle to those on a farm.</p> <p>Explore a range of jungle animals. Learn their names and label their body parts..</p> <p>Making sense of different environments and habitats</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see</p> <p>Listen to children describing and commenting on things they have seen whilst</p> | <p>Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there.</p> <p>Introduce the children to recycling and how it can take care of our world.</p> <p>Look at what rubbish can do to our environment and animals.</p> <p>Create opportunities to discuss how we care for the natural world around us.</p> <p>Change in living things – Changes in the leaves, weather, seasons,</p> <p>Explore the world around us and see how it changes as we enter Spring</p> <p>Provide opportunities for children to observe and record the weather.</p> | <p>Use Handa’s Surprise to explore a different country.</p> <p>Discuss how they got to school and what mode of transport they used.</p> <p>Introduce the children to a range of transport and where they can be found.</p> <p>Look at the difference between transport in this country and one other country.</p> <p>Introduce the children to NASA and America.</p> <p>Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.</p> <p>Take children to places of worship and places of local importance to the community.</p> | <p>To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.</p> <p>Learn about what a palaeontologist is and how they explore really old artefacts.</p> <p>Introduce Mary Anning as the first female to find a fossil.</p> <p>Materials: Floating / Sinking – boat building</p> <p>Metallic / non-metallic objects</p> <p>Seaside’s long ago – Magic Grandad</p> <p>Share non-fiction texts that offer an insight into contrasting environments</p> <p>Use laptops with increasing control to complete set tasks on purplemash</p> |
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| | in simple terms what their 5 senses are. Create avatars and understand the controls on purplemash | Explore and name materials Complete paint projects on purplemash | outside, including plants and animals. After close observation, draw pictures of the natural world, including animals and plants Experiment with electronic toys | Plant seed and know how to look after them Use beebots on a pre drawn map | Create maps for beebots and use directional language | Create a code on purplemash to make an object move |
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Expressive Arts and Design

The development of children's **artistic and cultural awareness** supports their **imagination and creativity**. It is important that children have regular opportunities to engage with the arts, enabling them to **explore and play** with a **wide range of media and materials**. The quality and variety of what children **see, hear and participate in** is crucial for **developing their understanding, self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

ELG in the different aspects of Expressive Arts and Design

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| <p>Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. | <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. |
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| Expressive Art and Design | Join in with familiar songs. Experiments with a range of mediums – wax crayon, felt tips, pastels to create portraits Joins in with role play games and uses resources available for props; build models using construction equipment. Sings call-and-response songs, echoing phases adults sing. Self-portraits, junk modelling, Exploring sounds (body percussion and instruments) and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to | Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats Beginning to mix primary colours to make secondary colours. Listen to music and make their own dances in response. Clay diva lamps/salt dough Christmas baubles. Firework pictures, Christmas decorations, Christmas cards, Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. | Rousseau's Tiger / animal prints Collage owls / symmetrical butterflies - Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks. Making paper lanterns, Chinese writing, puppet making, Chinese music. (Chinese New Year) | Make different textures; make patterns using different colours Children will explore ways to protect the growing of plants by designing light catchers using old CDs. Collage animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Mother's Day crafts Easter crafts Artwork themed around The Seasons Provide a wide range of props for play which encourage imagination dressing up, instruments, puppets etc | Design and make rockets. Design and make objects they may need in space, thinking about form and function. Encourage children to create their own music. Junk modelling, transport. Exploration of other countries – dressing up in different costumes. Retelling familiar stories. Creating outer of space pictures Provide children with a range of materials for children to construct with. | Sand pictures Rainbow fish collages Lighthouse designs Paper plate jellyfish Puppet shows: Provide a wide range of props for play which encourage imagination. Salt dough fossils Water pictures, collage, shading by adding black or white, colour mixing for beach huts Making passports. Colour mixing, wax resistant painting, masking tape batik – underwater pictures. Father's Day Crafts |
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| | develop and realise creative ideas.. | | | | | |
| <p style="text-align: center;">LINKS TO BRITISH VALUES</p> | Celebrate the diverse culture we have in class. Show respect to others. | Remembrance Day Celebrations traditions and values. Collecting items for Harvest Festival | Lenten Promises. | Voting for our favourite book – democracy.(World Book Day) | Reinforcement of right and wrong – rule of law Understanding that the rules apply to everyone. Looking at cultural diversity - Hinduism. Appreciating dances from different cultures. | Reinforcement of right and wrong – rule of law Understanding that the rules apply to everyone. |