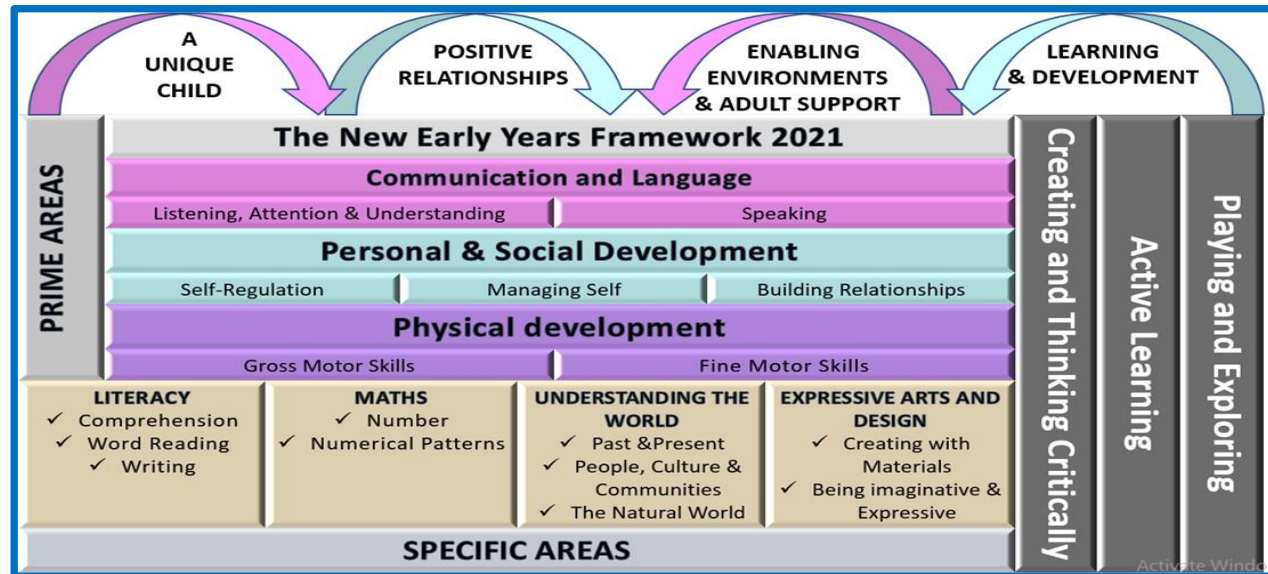




Early Years Foundation Stage – Cycle 2 Reception – Long Term Planning 2024-25



Our school believes in:

- Enabling everyone to reach their full potential
- Developing a love for learning and a desire to achieve
- Encouraging everyone to become independent and confident, with a belief in themselves
- Promoting Christian values and respecting diversity.

At Bishop Lonsdale we offer a broad and balanced range of subjects and topics within a safe, stimulating and nurturing environment to enable children to start their journey as enthusiastic, successful, life-long learners.


Our provision is carefully planned and taught to allow children to explore, create and acquire knowledge that is relevant to their lives in all seven key areas of learning. Throughout their independent and collaborative play, our children are given opportunities to extend their learning through critical thinking and challenge.


Early Years Foundation Stage – Cycle 2


Reception – Long Term Planning 2024-25


| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|---|--|--|--|---|---|---|
| TOPICS | FOOD GLORIOUS FOOD <i>Goldilocks and the Three Bears</i> <i>Fruit</i> <i>Vegetables</i> | LET'S CELEBRATE <i>Birthdays</i> <i>Weddings</i> <i>Diwali</i> <i>Bonfire Night</i> <i>Christmas</i> | HATS AND HAMMERS <i>The Three Little Pigs – Homes</i> <i>The Three Billy Goats Gruff - Bridges</i> <i>Buildings and Construction</i> | PEOPLE WHO HELP US <i>Firefighters</i> <i>Police</i> <i>Bin lorries/recycling</i> <i>Doctors/Nurses/Paramedic</i> | ANIMAL MAGIC <i>Pets</i> <i>Farm Animals</i> <i>Zoo Animals</i> <i>Life Cycles</i> | SEALIFE AND SANDCASTLES <i>Rockpools</i> <i>Sea Creatures</i> <i>The Beach</i> |
| PICTURE BOOKS AND GREAT READS Must Reads | Goldilocks: Nicola Baxter Oliver's Fruit Salad: Vivian French Oliver's Vegetables: Vivian French Handa's Surprise: Eileen Browne Eat Your Peas: Kes Gray and Nick Sharratt The Gigantic Turnip: Alexsei Tolstoy Nabil Steals a Penguin: Nishani Reed Oliver's Milkshake: Vivian French Ketchup on Your Cornflakes: Nick Sharratt Which Food Will You Choose: Claire potter Leaf Man: Lois Ehlert Harvest Days: | Kipper's Birthday Mick Inkpen The Best Diwali Ever Sonali Shah Jesus Christmas Party Nicholas Allan The Best Birthday Present Ever Ben Mantle Binny's Diwali Thirty Umrigar Julian's Wedding Jessica Love Scarecrow's Wedding Julia Donaldson Mog's Birthday Judith Kerr Let's Celebrate Special Days Around the World Kate Depalma Jack Frost Kazuno Kohara My Presents Rod Campbell Snowflakes Cerrie Burnell Kipper's Christmas Eve Mick Inkpen You Choose Christmas Nick Sharratt | The Three Billy Goats Gruff Irene Yates The Three Little Pigs Nicola Baxter Boxitects Kim Smith Mr Wolf's Pancakes Jan Feranly Dig, Dig Digger Morag Hood The Runaway Cone Morag Hood You Can't Let an Elephant Drive a Digger Patrica Cleveland Peck | Doctorsaurus Emi-Lou May Real Superheroes Julia Seal You Can't call an Elephant in an Emergency Patrica Cleveland Peck I'm the Bin Lorry Driver David Semple Zog and the Flying Doctor Julia Donaldson | The Little Red Hen Ronne Randall Dear Zoo Rod Campbell Tad Benji Davies Elmer David McKee The Last Zoo Keeper Aaron Decker Pablo at the Zoo Pablo A Beginners Guide to Choosing the Perfect Pet Ali Rutstein | Hooray for Fish Lucy Cousins Billy's Bucket Kes Gray Gigantic Bob Biddulph The Odd Fish Naomi Jones The Rainbow Fish Marcus Pfister Boo! A Fishy Mystery Kate Read There's a Beach in my Pants Michelle Harrison Searching for Treasure Johanna Bell |

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| NURSERY RHYMES/POEMS | One Potato, Two Potato Five Current Buns Pat a Cake I'm a Little Teapot | Happy Birthday Twinkle, Twinkle If you're Happy and You Know It | Wind the Bobbin Up Mix a Pancake | Miss Polly had a Dolly Humpty Dumpty | Old Macdonald Baa Baa Black Sheep Farm Yard Hullabaloo Giles Andreae Rumble in the Jungle Giles Andreae Oi Frog Kes Gray | Bobby Shafto Commotion in the ocean Giles Andreae The Whales on the Bus Katrina Chapman |
| NON FICTION BOOKS Must Reads | Welcome to Our Table Moira Butterfield I Eat Fruit Hannah Tofts I Eat Vegetables Hannah Tofts | Welcome to Our World Moira Butterfield We All Celebrate Chitra Soundar | Let's Build A House Mick Manning Building a Home Polly Faber Zoom Building Site Adventure Susan Hayes | How a Recycling Trucks Work Lara Bryan When You're Fast Asleep – Who Works at Nighttime? Peter Arrhenius | Lifesize Animals Sophy Henn Lifesize Baby Animals Sophy Henn My Encyclopedia of Very Important Animals DK My First Book of Pets DK | Seaside Holidays Then and Now Claire Hibbert Surprising sharks Nicola Davies Lifesize Ocean Animals Sophy Henn |
| MATHS BOOKS | Ten Fat Sausages Michelle Robinsons & Tor Freeman How Many Jelly Beans: Andrea Monetti | 20 Elves at Bedtime Mark Sperring | Count the Diggers, Dumper Trucks and Tractors | Knock, Knock Superhero Caryl Hart | 5 Little Monkeys Jumping on the Bed Eileen Christelow 5 Little Speckled Frogs: Yu hsuan Huang 10 Cats: Emily Gravett 10 Dogs: Emily Gravett How Long is that Dog? John Bond | Count with Little Fish Lucy Cousins Double the Fun Tony Bradman One is a Snail, Ten is a Crab April Pulley |
| WELL BEING BOOKS | <ol style="list-style-type: none"> Rain Before Rainbows Smitri Halls What are Feelings Katie Daynes In My Heart Book of Feelings Jo Wttek | | | <ol style="list-style-type: none"> The Colour Monster Anna Llenas Worry Monsters Rosie Greening Ruby's Worry Tom Percival | | |

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|---|---|---|---|--|--|---|
|  | AUTUMN 1 FOOD GLORIOUS FOOD | AUTUMN 2 LET'S CELEBRATE | SPRING 1 HATS AND HAMMERS | SPRING 2 PEOPLE WHO HELP US | SUMMER 1 ANIMAL MAGIC | SUMMER 2 SEALIFE AND SANDCASTLES |
| ENRICHMENT OPPORTUNITIES AND 'WOW MOMENTS' | Autumn Autumn Nature Walk Planting vegetables (Indoor & outdoor) Harvest Time Halloween Diversity Week Rammie's Little Movers | Winter Winter Nature Walk Make a Bird Feeder Bonfire Night Remembrance Day Christmas & Nativity Christmas Disco Diwali Children in Need Anti-Bullying Week Balanceability | Forest School Sessions Leaf Hunt Den Building Valentine's Day Internet Safety Day | Spring Spring Nature Walk Nature Wands Visits from real super heroes World Book Day World Maths Day Science Week Pancake Day Easter Easter Egg Hunt Top Up Balanceability | Planting flowers - take home a sunflower Mini Beast Hunt Bug Hotel Mini Beast Visit Fundamentals Trip | Summer Summer Nature Walk Bishop Beach Day Beach Disco Wet and Wild Day Road Safety Top Up Balanceability Sports Day |
| PARENTAL ENGAGEMENT | Stand Up Derbyshire Parents Evening Behaviour Breakfast Reading Workshop Going for Green | Christmas Bingo Nativity E-Safety Workshop Going for Green | Winter Olympics Parents Evening Bedtime Story Workshop Going for Green | Spring Event Easter Service Going for Green | Curriculum Link Event Reading Challenge Going for Green | Open Evening Summer Fayre Going for Green End of Year Report |
| BRITISH VALUES <ul style="list-style-type: none"> Picture News Worship Prayer Spaces PSHE RE School Council Sports Council ECO Council Diversity Week School Rules School Team Events Spirituality Area | <p>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain, valuing our community and celebrating the diversity of the UK. These are not exclusive to being British and are shared by other democratic countries.</p> <p>Mutual Respect - We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.</p> <p>Mutual Tolerance - Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.</p> <p>Rule of Law - We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p> <p>Individual Liberty - We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p> <p>Democracy - We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p> | | | | | |

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| ASSESSMENT OPPORTUNITIES | Reception Baseline Assessment (RBA) Bishop Lonsdale Baseline Assessment Nuffield Early Language Intervention (NELI) Assessment EY Team Meetings EAL Assessments | Pupil Progress (PPM) Little Wandle Assess NELI EY Team Meetings Feedback on group plans | PPM Little Wandle Assess NELI EY Team Meetings Feedback on group plans Target Review Sheets | PPM Little Wandle Assess NELI EY Team Meetings Feedback on group plans | PPM Little Wandle Assess NELI EY Team Meetings Feedback on group plans Target Review Sheets | PPM Little Wandle Assess NELI Final Assessment EY Team Meetings Feedback on group plans EAL Assessment |
|  | AUTUMN 1 FOOD GLORIOUS FOOD | AUTUMN 2 LET'S CELEBRATE | SPRING 1 HATS AND HAMMERS | SPRING 2 PEOPLE WHO HELP US | SUMMER 1 ANIMAL MAGIC | SUMMER 2 SEALIFE AND SANDCASTLES |
| CHARACTERISTICS OF EFFECTIVE LEARNING | <p>PLAYING AND EXPLORING: Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information And experiences to draw on which positively supports their learning.</p> <p>ACTIVE LEARNING: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>CREATING AND CRITICALLY THINKING: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p> | | | | | |
| OVER ARCHING PRINCIPLES | <p>UNIQUE CHILD: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>POSITIVE RELATIONSHIPS: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>ENABLING ENVIRONMENTS: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>LEARNING AND DEVELOPING: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p>PLAY: At Bishop Lonsdale Primary School and Nursery we understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child initiated play, including outdoor play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.</p> | | | | | |

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|--|---|--|--|--|---|--|
|  | AUTUMN 1 FOOD GLORIOUS FOOD | AUTUMN 2 LET'S CELEBRATE | SPRING 1 HATS AND HAMMERS | SPRING 2 PEOPLE WHO HELP US | SUMMER 1 ANIMAL MAGIC | SUMMER 2 SEALIFE AND SANDCASTLES |
| PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT | <p>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 interactions with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p> | | | | | |
| | SCHEME OF WORK: JIGSAW | | | | | |
| ONGOING & TARGETED ACTIVITIES <ul style="list-style-type: none"> Regular reference to school rules Smileys, awards and green certificates School team events Talking partners and group activities Class Worship Feelings games Whole school initiatives e.g. Tasting Tuesday, Oral Health Workshops. Use of communication and visual aids Use of sensory spaces. Personalised strategies | BEING ME IN MY WORLD <p>I can help others to feel welcome.</p> <p>I can begin to recognise and manage my own feelings.</p> <p>I understand why it is good to have kind and gentle hands.</p> <p>I am beginning to understand what responsible means.</p> | CELEBRATING DIFFERENCE <p>I can talk about what I am good at.</p> <p>I understand that being different makes us all special.</p> <p>I know ways that we are different and the same.</p> <p>I can tell you how to be a kind friend.</p> <p>I can tell you why my home is special to me.</p> <p>I know ways to stand up for myself.</p> | DREAMS AND GOALS <p>I understand that if I persevere I can tackle challenges.</p> <p>I can tell you a time that I didn't give up.</p> <p>I can set a goal and work towards it.</p> <p>I can use kind words to encourage people</p> <p>I know what it means to feel proud of myself.</p> | HEALTHY ME <p>I understand that I need to exercise to keep my body healthy.</p> <p>I understand that moving and resting are good for my body.</p> <p>I know which foods are healthy and not healthy.</p> <p>I know how to help myself go to sleep and why it is good for me.</p> <p>I can wash my hands thoroughly and I know why it is important to stay healthy.</p> <p>I know what a stranger is and how to keep safe if a stranger approaches me.</p> | RELATIONSHIPS <p>I can identify some of the jobs I do in my family and how I feel like I belong.</p> <p>I know how to make friends to stop myself from feeling lonely.</p> <p>I can think of ways to solve problems and stay friends.</p> <p>I am starting to understand the impact of unkind words.</p> <p>I can use Calm Me time to manage my feelings.</p> <p>I know how to be a good friend.</p> | CHANGING ME <p>I can name parts of the body.</p> <p>I can tell you some things I can do and foods I can eat to be healthy.</p> <p>I understand that we all grow from babies to adults.</p> <p>I can express how I feel about moving to Year 1.</p> <p>I can talk about my worries and/or the things I am looking forward to about being in Year 1.</p> <p>I can share my memories of the best bits of this year in Reception.</p> |

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|  | AUTUMN 1 FOOD GLORIOUS FOOD | AUTUMN 2 LET'S CELEBRATE | SPRING 1 HATS AND HAMMERS | SPRING 2 PEOPLE WHO HELP US | SUMMER 1 ANIMAL MAGIC | SUMMER 2 SEALIFE AND SANDCASTLES |
| 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 . | | | | | |
| FINE MOTOR ONGOING & TARGETED ACTIVITIES <ul style="list-style-type: none">• Finger Gym• Schemas table• Sand and Water• Writing shelves• Writing bench• Graffiti Wall• Extension activities• Outdoor provision• Forest School• Physical Literacy• Target Tickets | At least two opportunities to develop the small movements listed below will be planned into continuous provision. Challenge will be planned e.g. following and cutting a zig-zag line, moving items with tweezers against a timer. <i>Using cutlery</i> <i>Threading</i> <i>Cutting e.g. snipping</i> <i>Weaving</i> <i>Malleable</i> <i>Strengthening e.g. tweezers</i> <i>Pencil Control e.g. tracing</i> <i>Construction e.g. woodwork</i> <i>Mark making</i> | | | | | |
| GROSS MOTOR ONGOING & TARGETED ACTIVITIES <ul style="list-style-type: none">• Balanceability• Forest school• Den building• Physical literacy• Target tickets• Extension activities• Lunchtime provision | At least two opportunities to develop the gross motor skills listed below will be planned into continuous provision. Challenge will also be planned e.g. putting skills into games, increasing distance between a target. <i>Balance</i> <i>Co-ordination</i> <i>Body Strength</i> <i>Agility</i> <i>Energetic movements: climbing, running, hopping, skipping, jumping, riding</i> | | | | | |
| SCHEME OF WORK: COMPLETE PE | | | | | | |
| PHYSICAL EDUCATION | Unit: Games for Understanding Fundamental Skills/Games | Unit: Nursery Rhymes Dance | Unit: Moving Gymnastics | Unit: High, Low, Under, Over Gymnastics | Unit: Hands/Feet Fundamental Skills/Games | Unit: Rackets, Bats, Balls and Balloons Fundamental Skills/Games |



**AUTUMN 1
FOOD
GLORIOUS
FOOD**

**AUTUMN 2
LET'S CELEBRATE**

**SPRING 1
HATS AND
HAMMERS**

**SPRING 2
PEOPLE WHO HELP
US**

**SUMMER 1
ANIMAL MAGIC**

**SUMMER 2
SEALIFE AND
SANDCASTLES**

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)

**READING
COMPREHENSION
ONGOING &
TARGETED
ACTIVITIES**

- *Storytimes*
- *Extension activities*
- *Reading area*
- *Reading shed*
- *1:1 reading*
- *Home Reading*
- *Library*
- *Lunchtime Reading Ambassadors*

Attitudes
Enjoy listening to a range of texts that are age appropriate and beyond.

Structure and Presentation:
Join in when poems with predictable and repeating patterns are read aloud.

Retrieval
When the child is reading: With support from an adult, uses picture clues to describe what has just happened.

Attitudes
Chooses to engage in book related activities or play e.g. choosing a book to read for story time, asking an adult to read a particular book to them.

Inference:
With support, begin to link what they are reading to their own experiences.

Stamina
Listen attentively and respond to what they hear when being read to.

Vocabulary
Use and understand recently introduced vocabulary during discussion about stories, non-fiction, rhymes and poems and during role play

Attitudes
Has favourite books and rhymes and can talk about them.

Retrieval
When the adult is reading: Recall information from a page, which they have listened to, to answer simple questions.

Fluency
Begin to read some common regular/irregular words by sight recognition without sounding out.

Attitudes
Begins to use story language and/or common story patterns in play or activities.

Inference:
Can respond to questions about what characters have said and done, including how they might be feeling.

Vocabulary
Show interest in unfamiliar words by asking what they mean


Structure and Presentation:
Begin to recognise the difference between fiction and non-fiction texts.


Retrieval
When the adult is reading: Show interest by asking questions to understand what has happened in stories they have had read to them.


Connections and Comparisons:
Begin to show awareness of similarities and differences between features of different stories, e.g. characters, settings, events, story endings.

Summarizing:
Holds conversation when engaged in back and forth exchanges about stories they know or have heard.

| WORD READING & FLUENCY <i>ONGOING & TARGETED ACTIVITIES</i> | SCHEME OF WORK: LITTLE WANDLE | | | | | |
|--|--|--|---|--|---|--|
| | Phase 2 GPCs: s a t p I n m d g o c k c k e u r h b f l Tricky words: is I the | Phase 2 GPCs: 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 | Phase 3 GPCs: 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 | Phase 3 GPCs: Review Phase 3 Tricky words: Review the words taught so far | Phase 4 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 | Phase 4 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 |
| | Begin to read some common regular/irregular words by sight recognition without sounding out. Read simple phrases/sentences using their phonic knowledge. Become more fluent and confident re reading a book. | | | | | |
| WRITING TRANSCRIPTION SPELLING | Phase 2 GPCs: s a t p I n m d g o c k c k e u r h b f l Write grapheme in response to hearing phoneme. Spell words by identifying sounds in them and representing the sounds with a letter or letters. | Phase 2 GPCs: ff ll ss j v w x y z zz qu ch sh th ng nk Write grapheme in response to hearing phoneme. Spell words by identifying sounds in them and representing the sounds with a letter or letters. | Phase 3 GPCs: ai ee igh oa oo oo ar or ur ow oi ear air er Write grapheme in response to hearing phoneme. Spell words by identifying sounds in them and representing the sounds with a letter or letters. | Phase 3 GPCs: Review Phase 3 Write grapheme in response to hearing phoneme. Spell words by identifying sounds in them and representing the sounds with a letter or letters. | Phase 4 Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC Longer words and compound words Spell longer words by identifying sounds in them and representing the sounds with a letter or letters. | Phase 4 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 Spell longer words by identifying sounds in them and representing the sounds with a letter or letters. |
| | SCHEME OF WORK: KINGSTON CURSIVE HANDWRITING | | | | | |
| WRITING TRANSCRIPTION HANDWRITING | <i>Under pattern (short)</i> <i>Under pattern (tall)</i> <i>Under pattern short/tall</i> <i>Associated letters: i l t u y j b</i> <i>Words including above letters e.g. it, lit, till</i> <i>Vocabulary: grip, ascenders, descenders, under, pattern, join.</i> | | | <i>Patterns previously taught</i> <i>Over pattern</i> <i>Associated letters: n m h r p k</i> <i>Words including above letters and those previously taught e.g. pin, nut,</i> <i>Zigzag pattern</i> <i>Associated letters: v, w, x</i> <i>Words including above letters and those previously taught e.g. zip, buzz</i> <i>Vocabulary: grip, ascenders, descenders, over, zig zag, pattern, join.</i> | | <i>Patterns previously taught</i> <i>C pattern</i> <i>O pattern</i> <i>Associated letters: c o a d g q f s</i> <i>Words including above letters and those previously taught e.g. had, dog</i> <i>Letters: e, z and x</i> <i>Words including above letters and those previously taught e.g. box, pen</i> <i>Vocabulary: grip, ascenders, descenders, over, zig zag, pattern, join.</i> |
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| WRITING (COMPOSITION) | SCHEME OF WORK: WRITING FOR PLEASURE | | | | | |
| | <p>Punctuation Introduce (and refer whenever encountered):</p> <ul style="list-style-type: none">Finger spacesFull stopsCapital letters <p>Sentence Construction</p> <ul style="list-style-type: none">Children orally compose full sentences in response to a prompt, question or respond to a shared text.Gives meaning to the marks they make as they draw, write, paint and including using touch-screen technology <p>Text structure and Organisation</p> <ul style="list-style-type: none">Simple factual sentence based around a theme (names, labels, lists). These might be recorded by a member of staff and then the child copies providing opportunity for deliberate transcribing practice. | <p>Punctuation</p> <ul style="list-style-type: none">Children are taught to use capital letters for their forenameChildren start a phrase of sentence with a capital letter <p>Sentence Construction</p> <ul style="list-style-type: none">Orally compose a complete sentence using Standard English.With daily, deliberate practice, children consistently form recognisable letters and words. They write lists, labels and captions that are phonetically plausible, and are beginning to write some common exception words, such as I, the, to and go. <p>Text structure and Organisation</p> <ul style="list-style-type: none">Simple factual sentences based around a theme.Sentences are recorded within an appropriate writing book. | <p>Punctuation</p> <ul style="list-style-type: none">Children read back completed sentences which they have written.Name always starts with capital <p>Sentence Construction</p> <ul style="list-style-type: none">Orally compose sentences which are spoken with accurate verb tense agreement.Extend to using connectives: and, but <p>Text structure and Organisation</p> <ul style="list-style-type: none">Children orally compose sentences, using text and familiar books, before recording sentences using an appropriate pencil.Sentences are recorded within an appropriate writing book. | | | |
|  | AUTUMN 1 FOOD GLORIOUS FOOD | AUTUMN 2 LET'S CELEBRATE | SPRING 1 HATS AND HAMMERS | SPRING 2 PEOPLE WHO HELP US | SUMMER 1 ANIMAL MAGIC | SUMMER 2 SEALIFE AND SANDCASTLES |
| MATHS ONGOING & TARGETED ACTIVITIES | 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. | | | | | |
| | SCHEME OF WORK: WHITE ROSE | | | | | |
| | <p>Match, Sort and Compare</p> <ul style="list-style-type: none">Matching and grouping objectsSorting and comparing objectsComparing amounts <p>Measure and Pattern</p> <ul style="list-style-type: none">Comparing size, mass | <p>Circles and Triangles</p> <ul style="list-style-type: none">Identify, name and comparing circles and triangles.Looking for shapes in the environmentDescribing position <p>Numbers 4 and 5</p> <ul style="list-style-type: none">Finding, subitizing and | <p>Numbers from 0 to 5</p> <ul style="list-style-type: none">Introducing zeroFind, subitise and represent 0 to 5Finding 1 more and 1 lessComposition of numbers up to 5Conceptual subitising to 5 <p>Mass and Capacity</p> | <p>Length, Height and Time</p> <ul style="list-style-type: none">Explore and compare lengthExplore and compare height <p>Building up to 9 and 10</p> <ul style="list-style-type: none">Finding and representing 9 and 10Comparing numbers to 10Conceptual subitising to 10 | <p>Numbers to 20 and Beyond</p> <ul style="list-style-type: none">Building numbers beyond 10Continuing patterns beyond 10Verbal counting up to and beyond 20Verbal counting patterns | <p>Sharing and Grouping</p> <ul style="list-style-type: none">Exploring sharingSharing sets of objectsExploring groupingGrouping objects togetherSharing even and odd numbersDoubling |

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| | and capacity • Exploring simple patterns • Copy, continue and create simple patterns. Numbers 1, 2 and 3 • Finding and representing 1, 2 and 3 • Subitising 1, 2 and 3 • Composition 1, 2 or 3 • Finding 1 more and 1 less | representing 4 and 5. • Finding 1 more or 1 less • Composition of 4 and 5 • Composition of number 1 to 5 Shapes with 4 sides • Identify and name shapes with 4 sides • Combining shapes with 4 sides • Looking for shapes in the environment • Day and Night | • Comparing mass using balance scales • Exploring and comparing capacity Building up to 6, 7 & 8 • Finding, subitising and representing 6, 7 and 8. • Finding 1 more or 1 less • Composition of 6, 7 and 8 • Making pairs and finding odd and even • Doubling up to 8 | • Finding 1 more or 1 less • Composition to 10 • Number bonds to 10 Exploring 3D shapes and patterns • Recognise and name 2-d shapes. • Finding 2D shapes within 3D shapes • Using 3D shapes for tasks • 3-d shapes in the environment • Exploring and identifying more complex patterns • Copy and continue more complex patterns. • Patterns in the environment | Addition and Subtraction • Adding more • Taking Away • How many do I have? Exploring Shape • Selecting shapes for a purpose • Rotating and manipulating shapes • Explaining shape arrangements. • Composing and decomposing shapes • Copying 2D shape pictures • Finding 2D shapes within 3D shapes | Patterns, Positional Language and Visualisation • Identifying repeating patterns • Creating and exploring own patterns • Using construction to replicate and build scenes • Visualising from different positions • Describing position • Exploring mapping and representing maps using objects • Create maps from familiar places and story settings Deepening Understanding and Consolidation of learning |
|  | AUTUMN 1 FOOD GLORIOUS FOOD | AUTUMN 2 LET'S CELEBRATE | SPRING 1 HATS AND HAMMERS | SPRING 2 PEOPLE WHO HELP US | SUMMER 1 ANIMAL MAGIC | SUMMER 2 SEALIFE AND SANDCASTLES |
| UNDERSTANDING THE WORLD RE Festivals Science History Geography (See links to maths) | 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 | | | | | |
| | RE SCHEME OF WORK: UNDERSTANDING CHRISTIANITY | | | | | |
| | Special People Key Question: What makes people special? <i>Religion: Christianity, Judaism</i> | Celebration & Incarnation Key Question: Why do Christians perform Nativity plays at Christmas? How do people celebrate? <i>Religion: Christianity</i> | Special Places Key Question: What makes places special? <i>Religions: Christianity, Islam, Judaism</i> | Salvation Key Question: Why do Christians put a cross in an Easter garden? <i>Religion: Christianity</i> | Stories Key Question: What can we learn from stories? <i>Religions: Buddhism, Christianity, Islam, Hinduism, Sikhism</i> | Creation Key Question: Who made the world? <i>Religion: Christianity</i> |

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| Special celebrations | Harvest festival | Diwali Hannukah Christmas | Chinese New Year Shrove Tuesday Ash Wednesday St David's Day | Palm Sunday Easter Vaisakhi Start of Ramadan St Georges Day | Eid | Summer Solstice Eid |
| | FOREST SCHOOL: UNITS CAN BE DELIVERED IN ANY ORDER OR SIMULTANEOUSLY BY EXTERNAL PROVIDERS/BISHOP LONSDALE STAFF | | | | | |
| | Risk Management & Environmental Awareness <ul style="list-style-type: none"> • Introduce to rules and boundaries. • Promotion of free exploration. • Introduction to nettles and brambles – encourage check before touch approach. • Teach return to me methos: "123, back to me". • Promote kindness and the concept of being gentle with nature. • Sensory walks to explore. • Learn to carry sticks safely. (1 end on the floor at all times for longer sticks). | Exploration and Play <ul style="list-style-type: none"> • Reinforce rules and boundaries. • Plant bulbs or seeds. • Sensory walks • Search for colours, shapes and patterns in nature. • Sensory play: mud kitchen, potions and puddings. | Natural Crafts <ul style="list-style-type: none"> • Using clay or mud to explore 3D • shapes and sculpture. • Creating stickman • Leaf and tree bark rubbings. • Nature Detectives: colour hunt. | Shelter Building & Knots <ul style="list-style-type: none"> • Den building for small animals and toys. • Using natural items to create dens. • Can build a basic shelter with support using indoor equipment (e.g chairs, tables and sheets). • Mini-den building for small animals -Three little pigs • To learn to tie shoe laces. | Using Tools <ul style="list-style-type: none"> • Know what basic tools look like and are called and what they can be used for (peelers for whittling, hammers, mallets, trowels and forks). • To explore with plastic tools in the sand tray or garden area. • To plant seeds in pots with care. | Fire & Using Fire for Cooking <ul style="list-style-type: none"> • Observe and talk about fire lighting procedures. • Begin to contribute by selecting fuel. • Know safety procedures. • Practice the down on one knee safety position. • If suitable and able, allow to practice with fire steel. • Toast marshmallows. |
|  | AUTUMN 1 FOOD GLORIOUS FOOD | AUTUMN 2 LET'S CELEBRATE | SPRING 1 HATS AND HAMMERS | SPRING 2 PEOPLE WHO HELP US | SUMMER 1 ANIMAL MAGIC | SUMMER 2 SEALIFE AND SANDCASTLES |
| 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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. | | | | | |

MUSIC SCHEME OF WORK: CHARANGA

| Me | My stories | Everyone | Our World | Big Bear Funk | Reflect, Rewind, replay. |
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| <ul style="list-style-type: none"> • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Share and perform the learning that has taken place | <ul style="list-style-type: none"> • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Share and perform the learning that has taken place | <ul style="list-style-type: none"> • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Share and perform the learning that has taken place | <ul style="list-style-type: none"> • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Share and perform the learning that has taken place | <ul style="list-style-type: none"> • Listening and appraising Funk music • Embedding foundations of the interrelated dimensions of music using voices and instruments • Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs • Playing instruments within the song • Improvisation using voices and instruments • Riff-based composition • Share and perform the learning that has taken place | <ul style="list-style-type: none"> • Listening and appraising Funk music • Embedding foundations of the interrelated dimensions of music using voices and instruments • Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs • Playing instruments within the song • Improvisation using voices and instruments • Revisit Nursery and action rhymes previously learned • Riff-based composition • Share and perform the learning that has taken place |

EARLY LEARNING GOALS
End of Year Expectations - Holistic / Best Fit Judgement

| COMMUNICATION & LANGUAGE | PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT | PHYSICAL DEVELOPMENT | LITERACY | MATHS | UNDERSTANDING THE WORLD | EXPRESSIVE ART AND DESIGN |
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| <p>ELG: Listening, Attention and Understanding</p> <p><i>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</i></p> <p><i>Make comments about what they have heard and ask questions to clarify their understanding</i></p> <p><i>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</i></p> <p>ELG: Speaking</p> <p><i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i></p> <p><i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction,</i></p> | <p>ELG: Self-Regulation</p> <p><i>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</i></p> <p><i>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</i></p> <p><i>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.</i></p> <p>ELG: Managing Self</p> <p><i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</i></p> <p><i>Explain the reasons for rules, know right from wrong and try to behave accordingly.</i></p> <p><i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the</i></p> | <p>ELG: Gross Motor Skills</p> <p><i>Negotiate space and obstacles safely, with consideration for themselves and others.</i></p> <p><i>Demonstrate strength, balance and coordination when playing.</i></p> <p><i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i></p> <p>ELG: Fine Motor Skills</p> <p><i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</i></p> <p><i>Use a range of small tools, including scissors, paint brushes and cutlery.</i></p> <p><i>Begin to show accuracy and care when drawing.</i></p> | <p>ELG: Comprehension</p> <p><i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i></p> <p><i>Anticipate – where appropriate – key events in stories.</i></p> <p><i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</i></p> <p>ELG: Word Reading</p> <p><i>Say a sound for each letter in the alphabet and at least 10 digraphs.</i></p> <p><i>Read words consistent with their phonic knowledge by sound-blending.</i></p> <p><i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i></p> <p>ELG: Writing</p> | <p>ELG: Number</p> <p><i>Have a deep understanding of number to 10, including the composition of each number;</i></p> <p><i>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.</i></p> <p>ELG: Numerical Patterns</p> <p><i>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.</i></p> <p><i>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</i></p> | <p>ELG: Past and Present</p> <p><i>Talk about the lives of the people around them and their roles in society.</i></p> <p><i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i></p> <p><i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i></p> <p>ELG: People, Culture and Communities</p> <p><i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i></p> <p><i>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.</i></p> <p><i>Explain some similarities and differences between life in this country and life in other countries, drawing</i></p> | <p>ELG: Creating with Materials</p> <p><i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p> <p><i>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</i></p> <p>ELG: Being Imaginative and Expressive</p> <p><i>Invent, adapt and recount narratives and stories with peers and their teacher.</i></p> <p><i>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.</i></p> |

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| <p><i>rhymes and poems when appropriate.</i></p> <p><i>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.</i></p> | <p><i>importance of healthy food choices.</i></p> <p>ELG: Building Relationships</p> <p><i>Work and play cooperatively and take turns with others.</i></p> <p><i>Form positive attachments to adults and friendships with peers;.</i></p> <p><i>Show sensitivity to their own and to others' needs.</i></p> | <p><i>Write recognisable letters, most of which are correctly formed.</i></p> <p><i>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i></p> <p><i>Write simple phrases and sentences that can be read by others.</i></p> | <p><i>on knowledge from stories, non-fiction texts and – when appropriate – maps.</i></p> <p>ELG: The Natural World</p> <p><i>Explore the natural world around them, making observations and drawing pictures of animals and plants.</i></p> <p><i>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.</i></p> <p><i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i></p> |
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importance of healthy food choices.

Work and play cooperatively and take turns with others.

Show sensitivity to their own and to others' needs.

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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.

Best Children's Books about Colours (booksfortopics.com)