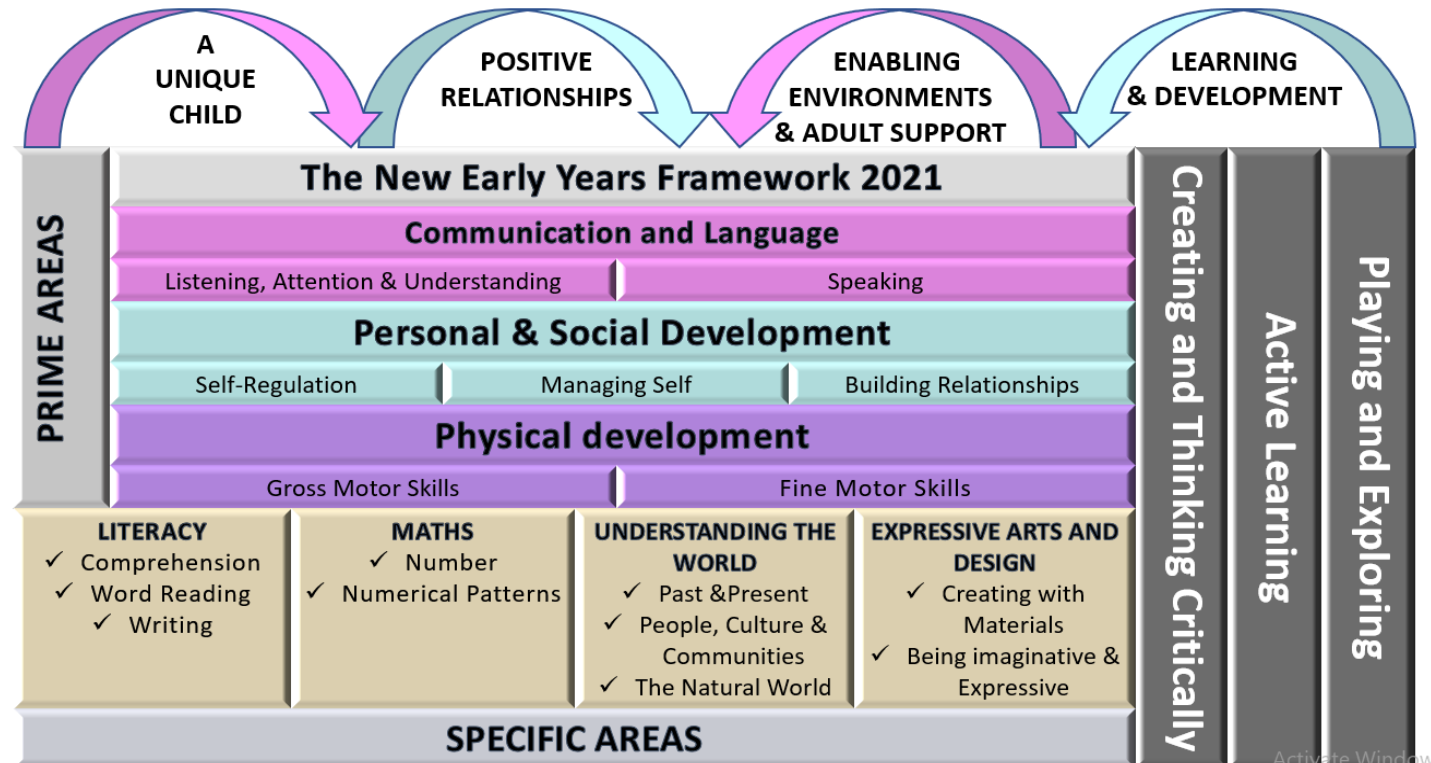


# Little Joe's Long Term Plan 23-24

At St Josephs, we aspire for the children to be “Loving to Learn”. This is embedded and shown in the outstanding provision we provide for our EYFS children both inside and outside within their provision. The children always feel valued and appreciated and all adults pride themselves on creating wonderful relationships with both parents/carers and the children.

We teach literacy and maths to a high level and teach RWI (Read Write Inc) phonics from Nursery throughout the school. Every child is treated as an individual and a bespoke learning journey is created for each and every one of them.

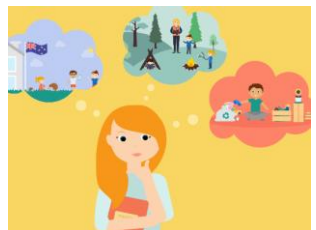
We hope to inspire children to become confident, resilient, independent, creative and respectful learners by the time they leave St Josephs with Catholic values and beliefs at the heart of their education.





# Little Joe's Pedagogy 2023 - 2024

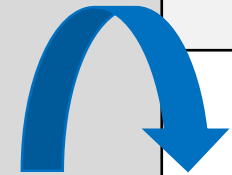
- We follow the revised EYFS curriculum and **careful sequencing** helps children to build their learning over the time they are with us, from entry in to Nursery until the end of Reception.
- We know that young children's learning is often driven by their interests and adapt our planning to take this into account.
- Through our strong emphasis on the **characteristics of effective learning**: playing and exploring, active learning, creating and thinking critically, we aim to give children the skills to become successful learners.
- We put great emphasis **on early reading and early maths skills**. Adults share and talk about books with the children, aiming to develop a lifelong love of reading. There are frequent opportunities to develop reasoning skills in maths.
- St Joseph's is a "**talk rich**" school with a strong emphasis on **communication and language**. Through high quality provision and staff knowledge, we ensure that children get the best start on their journey to become confident in their speaking and listening skills.
- The children experience a **language rich environment**, engage actively with frequent stories and are encouraged to share their ideas.
- Children are taught new vocabulary to support their learning. Sentence stems are taught to enable children to articulate their ideas and explain their learning.
- **Our environment and curriculum reflect the diversity of our community** enabling pupils to see positive role models. This supports their belief that they too can achieve.
- We teach all children to have a **growth mind-set**, empowering them with the confidence to have a go, to learn from mistakes and to keep trying and improving.
- Regular **visits and events** enrich our curriculum.
- In the EYFS our **environments** are planned to enable pupils to **develop independence**. The resources are labelled clearly and accessible to the children, so that they are able to make choices and plan their own learning.
- Children's **special educational needs are identified quickly** and all children receive any extra help they need to progress well in their learn





# Little Joe's Long Term Plan 23-24

	Autumn 1 Reception	Autumn 1 Nursery	Autumn 2 Reception	Autumn 2 Nursery	Spring 1 Nursery	Spring 1 Reception	Spring 2 Nursery	Spring 2 Reception	Summer 1 Nursery	Summer 1 Reception	Summer 2 Nursery	Summer 2 Reception
General Themes	My Community		Celebrations		Space		People who help us		Minibeasts		Traditional Tales	
Over Arching Principles	<b>Characteristics of Effective Learning</b>											
	<p><b>Playing and exploring:</b> - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Learning to learn:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>											
<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p>												
<b><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></b>												





	Autumn 1 Reception	Autumn 1 Nursery	Autumn 2 Reception	Autumn 2 Nursery	Spring 1 Nursery	Spring 1 Reception	Spring 2 Nursery	Spring 2 Reception	Summer 1 Nursery	Summer 1 Reception	Summer 2 Nursery	Summer 2 Reception
<p>General Themes</p> <p><b>NB:</b> <i>These themes may be adapted at various points to allow for children's interests</i></p>	<p><b>My Community Mutual respect</b> 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><b>TWTTTL:</b> Gods World (Creation Story)</p>	<p><b>My Community Mutual respect</b> My family and my heritage Changes and starting school Groups I belong to Responsibilities Growth Differences and similarities</p> <p><b>TWTTTL:</b> Gods World (Creation Story)</p>	<p><b>My Community Mutual Tolerance</b> 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. Done through celebrations</p> <p><b>TWTTTL:</b> Gods Family (Celebrating being different, part of Gods family)</p>	<p><b>Celebration Mutual Tolerance</b> Bonfire night celebrations Diwali Remembrance Day Anti-bullyiung Christingles Hannukah The Nativity Letters to Father Christmas</p> <p><b>TWTTTL:</b> Gods Family (Celebrating being different, part of Gods family)</p>	<p><b>Space Rule of Law</b> The moon Day and night Planets and the solar system constellations Night-time adventurers Chinese New Year</p> <p><b>TWTTTL:</b> Getting to know Jesus (What Jesus has done for his people, Wedding of Cana, Jesus healing the sick)</p>	<p><b>Space Rule of Law Stars</b> Constellations Galaxies Planets and the solar system Kandinsky shape images of space Night-time adventurers Chinese New Year</p> <p><b>TWTTTL:</b> Getting to know Jesus (What Jesus has done for his people, Wedding of Cana, Jesus healing the sick)</p>	<p><b>People who help us Individual liberty</b> People who helps us Police, Firemen, nurses, doctors, vets, teachers, etc I can show growing curiosity for different occupations and ways of life.</p> <p><b>TWTTTL:</b> Joy and Sorrow / Kindness/importance of saying sorry/ Story of Zacchaeus/ The Easter story.</p>	<p><b>People who help us Individual liberty</b> People who helps us Police, Firemen, nurses, doctors, vets, teachers, etc I can show growing curiosity for different occupations and ways of life.</p> <p><b>TWTTTL:</b> Joy and Sorrow / Kindness/importance of saying sorry/ Story of Zacchaeus/ The Easter story.</p>	<p><b>Minibeasts</b> life cycles of butterflies Life cycles of chicks Life cycles of flowers/plants Sorting types of minibeasts</p> <p><b>TWTTTL:</b> New Life (Resurrection and Assentation Story)</p>	<p><b>Minibeasts</b> life cycles of butterflies Life cycles of chicks Life cycles of flowers/plants Sorting types of minibeasts</p> <p><b>TWTTTL:</b> New Life (Resurrection and Assentation Story)</p>	<p><b>Traditional Tales</b> At the seaside Past/Present how swimming costumes have changed/seaside behavior Animals under the sea The Oceans Summer Holidays Geography links</p> <p><b>TWTTTL:</b> Our Church (God's house, the purpose and use of a church and how to look after it).</p>	<p><b>Traditional Tales</b> At the seaside Past/Present how swimming costumes have changed/seaside behavior Animals under the sea The Oceans Summer Holidays Geography links</p> <p><b>TWTTTL:</b> Our Church (God's house, the purpose and use of a church and how to look after it).</p>

	<p><b>September:</b> Love</p> <p><b>October:</b> Respect</p>	<p><b>September:</b> Love</p> <p><b>October:</b> Respect</p>	<p><b>November:</b> Forgiveness</p> <p><b>December:</b> Honesty</p>	<p><b>November:</b> Forgiveness</p> <p><b>December:</b> Honesty</p>	<p><b>January:</b> Kindness</p> <p><b>February:</b> Trust</p>	<p><b>January:</b> Kindness</p> <p><b>February:</b> Trust</p>	<p><b>March:</b> Tolerance</p> <p><b>April:</b> Perseverance</p>	<p><b>March:</b> Tolerance</p> <p><b>April:</b> Perseverance</p>	<p><b>May:</b> Democracy</p> <p><b>June:</b> Friendship</p>	<p><b>May:</b> Democracy</p> <p><b>June:</b> Friendship</p>	<p><b>July:</b> Humility</p>	<p><b>July:</b> Humility</p>
<p><b>High quality Texts</b></p>	<p>In-house - Baseline data on entry National Baseline data by end of term High Frequency word assessments SALT Initial concern assessments EYFS weekly team meetings SALT Assessments (NELI)</p>	<p><b>Fiction texts:</b> Rainbow Fish Our Community Garden Bloom In every house on every street Martha maps it out</p> <p><b>Traditional Tale:</b> Goldilocks and the Three Bears</p> <p><b>Non-Fiction:</b> PSED, The Colour Monster, Emotions</p>	<p>On going assessments Pupil progress meetings Parents evening EYFS weekly team meetings In house moderation End of term assessments Phonics assessments (half termly) High Frequency word assessments Initial Concerns (discuss at Parents Evening)</p>	<p><b>Fiction texts:</b> The best Diwali Ever Chanukah lights everywhere The nutcracker You choose Christmas Stickman</p> <p><b>Traditional Tale:</b> Hansel and Gretel The Christmas Story</p> <p><b>Non-Fiction:</b> Diwali celebrations Hanukah celebrations Christmas around the world</p>	<p>Fiction Texts: Whatever next Night monkey day monkey Owl babies Space Walkies My pet star</p> <p><b>Traditional Tale:</b> The Three Little Pigs Goldilocks in Space</p> <p><b>Non-Fiction:</b> Look inside space Mae Jemison Questions and answers about space Big book of stars and planets</p>	<p><b>Fiction texts:</b> How to catch a star Look up Astro girl The way back home Aliens love underpants Toys in space</p> <p><b>Non-Fiction:</b> The solar system Sun, moon and stars Living in space The mysteries of the universe</p>	<p><b>Fiction Texts:</b> You cant call an elephant in an emergency A superhero like you What will I be? Life savers</p> <p><b>Traditional Tale:</b> Little Red Ridding hood</p> <p><b>Non-Fiction:</b> People who help us Police vets Doctors Teachers Fire fighters</p>	<p><b>Fiction texts:</b> Who do you want to be when you grow up? Martha maps it out Amazing Speak up Junari jumps People need people</p> <p><b>Traditional Tale:</b> The enormous turnip</p> <p><b>Non-Fiction:</b> People who help us Police vets Doctors Teachers Fire fighters</p>	<p><b>Fiction texts:</b> The Hungry Caterpillar The Grumpy Ladybird The Very Busy Spider Mad about Minibeasts The Teeny Weeny Tadpole The Ugly Bug Ball What the ladybird heard</p> <p><b>Traditional Tale:</b> Jack and the Bean stalk</p> <p><b>Non-Fiction:</b> Plants and Minibeasts</p>	<p><b>Fiction texts:</b> The Hungry Caterpillar The Grumpy Ladybird The Very Busy Spider Mad about Minibeasts The Teeny Weeny Tadpole The Ugly Bug Ball What the ladybird heard</p> <p><b>Traditional Tale:</b> The ugly duckling</p> <p><b>Non-Fiction:</b> Plants and Minibeasts</p>	<p><b>Fiction texts:</b> Snail and the Whale Katie Morag The Storm Whale Sally and the Limpet</p> <p><b>Traditional Tale:</b> The Wishing Well</p> <p><b>Non-Fiction:</b> You Choose</p>	<p><b>Fiction texts:</b> Snail and the Whale Katie Morag The Storm Whale Sally and the Limpet</p> <p><b>Traditional Tale:</b> The Wishing Well</p> <p><b>Non-Fiction:</b> You Choose</p>

<p><b>'Wow' moments</b> <b>Enrichment/Cultural Capital</b></p>	<p>Welcome meeting (Expectations &amp; Evidence Me) Stay and Play PATHS Early Reading/RWI Workshop Parents picnic <b>Reading Mornings (Monday/Friday)</b></p>	<p>Topic Launch (Week 1) Stay and Play session x1 each half term Food tasting – different cultures  <b>Cultural Capital:</b> Diwali Day 24<sup>th</sup> October Mental Health Day 10<sup>th</sup> October Wandsworth Library Visit</p>	<p>Nativity Parents Evening EYFS Art Exhibition Class assembly Fine/Gross Motor Workshops (Week 1/2) Communication &amp; Language Workshops Maths Workshop <b>Reading Mornings (Monday/Friday)</b></p>	<p>Topic Launch (Week 1) EYFS Art Exhibition (In the Hall, end of term)  <b>Cultural Capital:</b> Guy Fawkes / Bonfire Night Remembrance Day 11<sup>th</sup> November Anti-Bullying Week 15-19<sup>th</sup> November Father Christmas Visit &amp; Fair</p>	<p>Stay and play settling session Mobile Planetarium Chinese new Year dragon Dance Performance Reading Mornings</p>	<p>Mobile Planetarium Chinese New Year Dragon Dance Performance</p>	<p>Topic Launch, Stay and play (Week 1) EYFS Art Exhibition – Showcase Learning (Week 6)  <b>Cultural Capital:</b> Mother's Day World Book Day Easter egg roll Police Visit</p>	<p>Parents Evening Class assembly EYFS Art Exhibition <b>Reading Mornings (Monday/Friday)</b></p>	<p>Caterpillar to butterfly Planting Egg hatching</p>	<p>Caterpillar to butterfly Planting Egg hatching</p>	<p>Topic Launch Father's Day End of year family picnic Sandpit competition EYFS Art Exhibition)  <b>Cultural Capital:</b> EYFS Seaside Trip Fathers Day 18<sup>th</sup> June Transition Day Day Sports Day EYFS Art Exhibition (In the Hall, end of term)</p>	<p>Topic Launch Father's Day End of year family picnic Sandpit competition EYFS Art Exhibition (In the Hall, end of term)  <b>Cultural Capital:</b> EYFS Seaside Trip Fathers Day 18<sup>th</sup> June Transition Day Day Sports Day EYFS Art Exhibition (In the Hall, end of term)</p>
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	Autumn 1 Reception	Autumn 1 Nursery	Autumn 2 Reception	Autumn 2 Nursery	Spring 1 Nursery	Spring 1 Reception	Spring 2 Nursery	Spring 2 Reception	Summer 1 Nursery	Summer 1 Reception	Summer 2 Nursery	Summer 2 Reception
General Themes	My Community		Celebrations		Space		People who help us		Minibeast		Traditional Tales	
British Values PATHS (PSED Scheme of work)	<p><b>Mutual respect</b> 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><b>Mutual respect</b> 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><b>Mutual Tolerance</b> 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. Done through celebrations</p>	<p><b>Mutual Tolerance</b> 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. Done through celebrations</p>	<p><b>Rule of law</b> 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. Class rules</p>	<p><b>Rule of law</b> 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. Class rules</p>	<p><b>Individual liberty</b> 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><b>Individual liberty</b> 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><b>Democracy</b> 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>	<p><b>Democracy</b> We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the chance to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p><b>Recap all British Values</b>  Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries</p>	<p><b>Recap all British Values</b>  Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries</p>



<b>RE Values</b>	<b>September:</b> Understanding <b>October:</b> Patience	<b>September:</b> Love <b>October:</b> Respect	<b>November:</b> Faith <b>December:</b> Empathy	<b>November:</b> Faith <b>December:</b> Empathy	<b>January Hope</b> <b>February Appreciation</b>	<b>January:</b> Hope <b>February:</b> Appreciation	<b>March</b> Peace <b>April</b> Unity	<b>March:</b> Peace <b>April:</b> Unity	<b>May</b> Happiness <b>June</b> Cooperation	<b>May:</b> Happiness <b>June:</b> Cooperation	<b>July:</b> Humility	<b>July:</b> Humility
<b>Parental Involvement</b>	Welcome meeting (Expectations & Evidence Me) Stay and Play PATHS Early Reading/RWI Workshop Parents picnic <b>Reading Mornings (Monday/Friday)</b>	Welcome meeting (Expectations & Evidence Me) Stay and Play PATHS Early Reading/RWI Workshop Grandparents afternoon tea <b>Reading Mornings (Monday/Friday)</b>	Nativity Parents Evening EYFS Art Exhibition Class assembly Fine/Gross Motor Workshops (Week 1/2) Communication & Language Workshops Maths Workshop <b>Reading Mornings (Monday/Friday)</b>	Nativity Parents Evening EYFS Art Exhibition Class assembly Fine/Gross Motor Workshops (Week 1/2) Communication & Language Workshops Maths Workshop <b>Reading Mornings (Monday/Friday)</b>	Topic Launch New starter stay and play Evidence Me Reading mornings (Monday & Friday)	Class assembly Early Reading/RWI Workshops PSED & Paths Workshops	Topic Launch Parents Evening Evidence Me Reading mornings (Monday & Friday)	Parents Evening Class assembly EYFS Art Exhibition	Topic Launch Evidence Me Reading mornings (Monday & Friday)	EYFS Art Exhibition Reading Mornings (Monday/Friday) Early Reading/RWI Workshops	Parent Check In Reports End of year family Picnic Transition	Parent Check In Reports End of year family Picnic Class assembly Transition





# Diversity texts to be read throughout the year during story time sessions



Ethnically diverse characters	Cultural diversity	Neurodiversity	Physical disabilities	Gender equality	Refugee equal rights
<p>So much Shine Astro Girl Lulu's first day Baby goes to market Mommy saying Full, full full of love 15 things not to do with a puppy Jabari jumps Izzy gizmo Little people big dreams books The Proudest Blue</p>	<p>The big book of families Maisie's scrapbook Hats of faith The jasmine sneeze Golden domes and silver lanterns Handa's Surprise Look Up! Clever Sticks! Little People Big Dreams Julian is a Mermaid Dipal's Divali Amazing Grace Clive is a Nurse</p>	<p>We're all wonders Perfectly Norman Incredible you I see things differently Mr Gorski I think I have the wobble Because What makes me a me? The Unbudgeable curmudgeon Some Brains The Girl who Thought in Pictures Why Jonny doesn't Flap Planet Earth is Blue</p>	<p>Its ok to be different When Charlie met Emma Only one you Don't call me special Happy to be me Millie gets her super ears The 5 of Us The Ugly Five</p>	<p>My pirate mums My two grandads The girl with two dads We are family More people to love me Our class is a family Love makes a family Heather has two mummies And Tango Makes 3 Big Book of Families</p>	<p>Feed are not for kicking The Colour Monster The Skin I live in Hands are not for hitting Sharing a Shell Inside Out Giraffe's Can't Dance Red rockets and Rainbow Jelly Kindness is my superpower</p>



	Autumn 1 Reception	Autumn 1 Nursery	Autumn 2 Reception	Autumn 2 Nursery	Spring 1 Nursery	Spring 1 Reception	Spring 2 Nursery	Spring 2 Reception	Summer 1 Nursery	Summer 1 Reception	Summer 2 Nursery	Summer 2 Reception
General Themes	My Community		Celebrations		Space		People who help US		Minibeast		Traditional tales	
Communication and Language	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> 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 <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary</b> and <b>language structures</b>.</p>											
Whole EYFS Focus :	<p>C&amp;L is developed throughout the year through high quality interactions, weekly word, high frequency words, daily group discussions, sharing circles, PATHS times, stories, singing, speech and language interventions, Write Stuff sentence stacking and vocabulary, Zones of Regulation and NELI interventions.</p>											
NELI Interventions Nursery rhyme of the week	NELI Interventions Nursery rhyme of the week	NELI Interventions Nursery rhyme of the week	NELI Interventions Nursery rhyme of the week	NELI Interventions Nursery rhyme of the week	NELI Interventions Nursery rhyme of the week	NELI Interventions Nursery rhyme of the week	NELI Interventions Nursery rhyme of the week	NELI Interventions Nursery rhyme of the week	NELI Interventions Nursery rhyme of the week	NELI Interventions Nursery rhyme of the week	NELI Interventions Nursery rhyme of the week	NELI Interventions Nursery rhyme of the week
<p>I can explain my own thoughts. I can describe a story, setting and characters using my own words (TTK). I can engage in non-fiction books and understand how to get information from a text. I can use social phrases. I can begin to use the correct tense when describing past events in the correct order. I can start a conversation with someone and take turns. I can understand the importance of listening and why it is important. <b>I can take part in our daily RE practice.</b></p>	<p>Settling in activities Making friends Show an interest in the lives of other people</p> <p>I can respond to my name and change my activity when encouraged I can use everyday words to talk about people I know I can follow simple instructions with visuals I can listen and respond to adults and peers I can speak in 2/3/4 word sentences.</p>	<p>I can listen and respond to stories and remember what has happened in it. I can follow 2-part instructions (Get your coat and pick up your book bag). I can take part in a group discussion. I can articulate my thoughts into well formed sentences. I can implement key and new vocabulary in different contexts of my learning</p>	<p>I can follow two-step simple instructions with visuals I can concentrate for slightly longer periods I can join in with a small groups I can remember and join in with stories and rhymes. I can identify some of the characters, setting, problem and solution in a story (TTK). I can take part daily prayers.</p>	<p>I can understand simple questions and answer appropriately I can express desires, feelings and needs I can begin to hold two-way conversations with adults and peers I can listen to stories and remember key elements. I can begin to understand and ask why and how questions I can retell simple events in the correct order e.g. I wake up then brush my teeth.</p>	<p>I can understand why questions and answer using conjunctions (because/and). I can recreate a familiar story using my own ideas and imagination. I can describe events in detail using key vocabulary. I can listen to and talk about stories to build familiarity and understanding.</p>	<ul style="list-style-type: none"> <li>- I can remember and use recently introduced words.</li> <li>- I can engage in imaginary role-play sometimes building stories around objects and toys</li> <li>- I can start conversations.</li> <li>- I can speak in full sentences.</li> <li>- I can begin to use the correct tense when talking about past events.</li> <li>- I can understand simple prepositions e.g. on top, behind, under etc.</li> </ul>	<p>I can pay attention to more than one thing at a time. I can maintain focus and attention during an activity/carpet time. I can retell a story using storytelling language and recently introduced vocabulary (T4W). I can engage in storytime, using repetitive rhyme refrains.</p>	<ul style="list-style-type: none"> <li>- I can explain my own thinking/ideas. E.g. If you put this here it will not fall down because it is balanced'</li> <li>- I can start conversations and continue it for many turns.</li> <li>- I can describe the characters, setting, problem and solution in a story.</li> <li>- I can answer why questions using conjunctions e.g., because</li> <li>- I can engage in non-fiction books</li> </ul>	<p>I can ask relevant questions to find out more and to check my understanding. I can explain why things happen “Why did the - tower fall down?” and the child replied “The tower fell down because it was too heavy”. I can connect one idea to another using a range of connectives. I can work with a small group to discuss what is presented to us.</p>	<p>I can communicate effectively with my peers and adults I can follow three-step simple instructions, sometimes without visuals I can take turns in small groups. I can ask simple questions and wait for a response. I can retell a well-known story using some story telling language e.g. once upon a time/suddenly/the end. I can pay attention to more than one thing at a time.</p>	<p>I can ask a question to clarify my understanding. “Can you get the box? Which box do you mean?”. I can use the correct tenses when expressing my ideas and feelings about experience with minimal support. I can speak clearly and confidently when speaking to a small group. I can participate in an active conversation and offer a relevant contribution.</p>	





	Autumn 1 Reception	Autumn 1 Nursery	Autumn 2 Reception	Autumn 2 Nursery	Spring 1 Nursery	Spring 1 Reception	Spring 2 Nursery	Spring 2 Reception	Summer 1 Nursery	Summer1 Reception	Summer 2 Nursery	Summer 2 Reception
General Themes	My Community		Celebrations		Space		People who help us		Minibeasts		Traditional Tales	
Physical development	Physical activity is <b>vital</b> in children’s all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child’s strength, co-ordination and positional awareness</b> 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 <b>core strength, stability, balance, spatial awareness</b> , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . 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 <b>proficiency, control and confidence</b> .											
Fine motor	<p>I can make snips in paper using scissors.</p> <p>I can begin to hold the scissors correctly. I can understand how to be safe with scissors.</p> <p>I can attempt to cut across a line drawn for me.</p> <p>I can draw simple lines and circles using a 3 finger/Tripod grip.</p> <p>I can write my name using a 3 finger/Tripod with support.</p> <p>I can show a preference for a dominant hand.</p>	<p>I can hold a pencil (palmer/digital pronate grasp) to make marks</p> <p>I begin to use appropriate cutlery to eat my food.</p> <p>I can begin to hold scissors correctly.</p>	<p>I can write my name using a 3 finger/Tripod without support.</p> <p>I can manipulate and rotate objects to complete a task (turning my book around to fit into my bag/puzzles).</p>	<p>I can fit the pieces of a large puzzle together</p> <p>I can pick up tiny objects using a fine pincer grasp.</p> <p>I can make snips a paper using scissors</p> <p>I can use tools effectively in playdough (eg: cutters/rollers)</p>	<p>I can show preference of a dominant hand.</p> <p>I can use a 4-finger grasp to hold a pencil/pen to make some recognizable marks.</p> <p>-I can take off and put on my own shoes (not laces)</p> <p>I am beginning to do up my own zip</p> <p>-I hold the book the correct way and turn the pages in a book</p>	<p>I can cut out simple shapes without support.</p> <p>I can create recognizable realistic objects using playdoh; rolling, cutting, molding and shaping.</p>	<p>I can show increasing control over tools like pencils and crayons.</p> <p>I can mould playdough (with/without) to represent recognisable objects.</p> <p>I can use a dustpan and brush</p>	<p>I can get myself ready for home time: put my coat on, bag on my back, fill my bag, empty my tray.</p>	<p>I can use a 3-finger grasp to hold a pencil and from some letters form my name.</p> <p>I can use pincers, tweezers and threading equipment with increasing control and confidence.</p> <p>I can manipulate and rotate objects to complete a task (placing drawings in a book bag)</p>	<p>- I can cut out shapes or objects with accuracy and an appropriate grip.</p> <p>- I can form some capital letters including “l” and my name.</p> <p>I can do up my buttons on my shirt/coat.</p>	<p>I can use scissors effectively to cut simple shapes in paper e.g. (rectangles/squares)</p> <p>I am beginning to use 3 fingers (tripod grip) to hold my pencil and write my name.</p> <p>I can zip up my coat.</p>	<p>I can hold a pencil using the tripod grip/3 fingers.</p> <p>I can hold a pair of scissors correctly and safely.</p> <p>I can use appropriate cutlery to eat my food and recognize the differences for each one.</p> <p>I can show accuracy and care when drawing pictures.</p> <p>I can form the numbers 0-9 correctly.</p> <p>I can form lower case letters using anti-clockwise motion, starting and finishing in the right place.</p>

Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.



	Autumn 1 Reception	Autumn 1 Nursery	Autumn 2 Reception	Autumn 2 Nursery	Spring 1 Nursery	Spring 1 Reception	Spring 2 Nursery	Spring 2 Reception	Summer 1 Nursery	Summer 1 Reception	Summer 2 Nursery	Summer 2 Reception
General Themes	My Community		Celebrations		Space		People who help US		Minibeasts		Traditional Tales	
Physical development	Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> 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 <b>core strength, stability, balance, spatial awareness</b> , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . 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 <b>proficiency, control and confidence</b> .											
Gross motor	I can throw a ball using two hands at a target. I can go up steps and stairs or climb up apparatus using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. I can choose the appropriate physical skills and choose whether to crawl, walk or run across a plank depending on its length/width. I can show a good spatial awareness when moving at speed around the playground. I can recognize when I need to go to the toilet and address this without support.	I can put my coat on independently I can travel safely in and out of the classroom environment. I can recognise when I need to go to the toilet.	I can balance and walk along a designated line without falling over. I can understand the importance of physical exercise and the effect it has on my body. I can collaborate with others to manage large items and to transport large objects. I can use my core strength to achieve a good posture when sitting on a chair. I can confidently move through, around, over, under, across equipment and verbalize my movements.	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm (body percussion) I can jump and land on two feet. I can use the toilet independently and remain dry throughout the day.	I can select appropriate resources to carry out tasks e.g. choosing a spade to enlarge a small hole. I can throw and catch a large ball using two hands. I can travel in various ways e.g. running, jumping, stomping, tiptoe	I can use an appropriate throw based on the distance (rolling, underarm). I can form a steady stance to complete a throwing/catching. I can use my core strength to achieve a good posture when sitting on the carpet. I can use my balance to help me stand, hop and jump and land on two feet. I can use my arms and my core to support me when climbing up and down with confidence.	I can balance and walk in a straight line. I can jump off an object and land safely. I can demonstrate appropriate strength when balancing and playing.	I can create a pattern of movement and recall a short sequence. I can decide how to travel safely in and outside of the classroom: running, sprinting, slowing down, speeding up. I can understand the effectiveness of a warm up, cool down and how it can support my body strength.	Go up steps/stairs or climb up apparatus using alternate feet. I can match modes of traveling to tasks and activities in the setting. E.g. Decide whether to crawl, walk or run across a plank depending on its length/width.	I can combine different movements with ease, safety and fluency. I can confidently use a range of small/large apparatus indoors, outside and within a group. I can catch a ball with two hands. I can kick a ball towards a rough target.	I can jump and land on one foot (hopping) I understand the importance of exercise and it's effects on my body. I can travel around the playground at speed avoiding obstacles.	I can throw and catch a ball at differing distances with a correct stance, accurate throw and grip. I can negotiate space and obstacles safely with consideration for myself and others. I can move energetically, such as running, jumping, dancing, hopping and climbing.



	Autumn 1 Reception	Autumn 1 Nursery	Autumn 2 Reception	Autumn 2 Nursery	Spring 1 Nursery	Spring 1 Reception	Spring 2 Nursery	Spring 2 Reception	Summer 1 Nursery	Summer 1 Reception	Summer 2 Nursery	Summer 2 Reception
General Themes	My Community		Celebrations		Space		People who help us		Minibeasts		Traditional Tales	
Literacy	It is crucial for children to develop a <b>life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . 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 <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)											
Comprehension	<p>I can show a preference for a book, song or rhyme. I can use the front cover to predict my story.</p> <p>I can show a preference for a book, song or rhyme. I can use the front cover to predict my story. I can fill in missing words from well-known rhymes</p> <p>I can talk about events and characters in a story read to me. I can join in with rhymes and stories. I can fill in missing words from well-known rhymes.</p> <p>I can identify myself in a story and show enjoyment for stories about familiar people. I can indicate an understanding of pictures and print. E.g. can you point to the words?</p> <p>I can identify the front cover &amp; title of a book. I am beginning to be aware of the way stories are structured, characters, setting etc. I show interest in illustrations and print in books and print in the environment.</p> <p>I can show interest and answer simple questions about the text. I use words that I know to check my reading makes sense.</p> <p>I can describe main story settings, events and principal characters. I can make suggestions about what might happen next in a story I can begin to recall parts of a story.</p> <p>I can demonstrate understanding when talking about what I have read. I can repeat words or phrases to check my reading.</p> <p>I can talk about events and characters in a book I can suggest how a story might end I can sequence a story correctly using pictures I can hold a book the correct way up, turn the page, one at a time beginning from the front of the book and ending at the back.</p> <p>I am beginning to notice if my reading makes sense and looks right. I think about what I already know to help me with my reading. I can say rhymes by heart. I can sometimes notice errors. I know that illustrations can help me make sense of my reading.</p> <p>I can describe main story settings, events and principal characters. I can tell a story to friends</p> <p>I can spot and suggest rhymes - count or clap syllables in a word - recognize words with the same initial sound, such as money and mother</p> <p>I can blend sounds which I hear e.g. oral blending c-a-t</p> <p>I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary. I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. I can anticipate key events in the story. I can use and understand recently introduced vocabulary during class discussions.</p>											
Word Reading	<p>Developing a passion for reading Children will visit the Wandsworth library regularly Children visit the school library every half term</p> <p>Children will be working in different groups for Read Write Inc.. Focus on consolidation of set 1 sounds and Set 2 Sounds, Green words. Ditty sheets, introduction of Red Ditty Books and Purple books for more confident readers.</p>											
RWI Phonics	See Phonics progression map for phonics teaching and learning expectations.											



	Autumn 1 Reception	Autumn 1 Nursery	Autumn 2 Reception	Autumn 2 Nursery	Spring 1 Nursery	Spring 1 Reception	Spring 2 Nursery	Spring 2 Reception	Summer 1 Nursery	Summer 1 Reception	Summer 2 Nursery	Summer 2 Reception
General Themes	My Community		Celebrations		Space		People who help us		Minibeasts		Traditional Tales	
Writing	<p><b>Fiction texts:</b> Giraffes can't dance Alfie's first day Marvellous Me What makes me Me!</p> <p><b>Traditional Tale:</b> The Ugly Duckling</p> <p><b>Non: Fiction:</b> PSED, The Colour Monster, Emotions</p> <p>I can recall a sentence and repeat it. I can write simple lists and captions using marks and initial sounds. I can write simple CV and CVC words.</p>	<p><b>Fiction texts:</b> Rainbow Fish</p> <p><b>Traditional Tale:</b> Goldilocks and the three bears <b>Non: Fiction:</b> PSED, The Colour Monster, Emotions</p> <ul style="list-style-type: none"> <li>I can begin to balance when sitting.</li> <li>I can make marks on paper and begin to describe what they are/represent</li> </ul>	<p><b>Fiction texts:</b> Handa's Surprise Rosie's Walk The Story Orchestra Leaf Man</p> <p><b>Traditional Tale:</b> Hansel and Gretel The Christmas Story</p> <p><b>Non: Fiction:</b> The Seasons and Senses</p> <p>I can record tricky words such as: I, me, to, you, my, the. I can write CVC words and give meaning to them</p>	<p><b>Fiction texts:</b> The best Diwali Ever Chanukah lights everywhere The nutcracker You choose Christmas Stickman</p> <p><b>Traditional Tale:</b> Hansel and Gretel The Christmas Story</p> <p><b>Non: Fiction:</b> Diwali celebrations Hannukah celebrations Christmas around the world</p> <p>I can control the marks on the page.</p> <p>I can use a range of tools to make marks and show an interest in my own marks and others marks.</p>	<p><b>Fiction Texts:</b> Whatever next Night monkey day monkey Owl babies Space Walkies My pet star</p> <p><b>Traditional Tale:</b> The Three Little Pigs Goldilocks in Space</p> <p><b>Non: Fiction:</b> Mae Jemison Questions and answers about space Big book of stars and planets</p> <p>I can make connections between my actions and the marks being made. I ascribe meaning to marks. I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body.</p>	<p><b>Fiction texts:</b> How to catch a star Look up Astro girl The way back home Aliens love underpants Toys in space</p> <p><b>Non: Fiction:</b> The solar system Sun, moon and stars Living in space The mysteries of the universe</p> <p>I can use simple adjectives to up level my sentence. I can recognise and record simple rhyming sentences with support "The cat sat on the mat". I can sequence and record simple instructions. I can start to use correctly formed letters in my writing.</p>	<p><b>Fiction Texts:</b> You cant call an elephant in an emergency A superhero like you What will I be? Life savers</p> <p><b>Traditional Tale:</b> Little Red Ridding hood</p> <p><b>Non: Fiction:</b> People who help us Police vets Doctors Teachers Fire fighters</p> <p>I can distinguish between the different marks I make. I can tell an adult what my marks mean. I can copy shapes, letter and pictures</p>	<p><b>Fiction texts:</b> Who do you want to be when you grow up? Martha maps it out Amazing Speak up Junari jumps People need people</p> <p><b>Traditional Tale:</b> The enormous turnip</p> <p><b>Non: Fiction:</b> People who help us Police vets Doctors Teachers Fire fighters</p> <p>I can sequence a story using time connectives. I can sequence a story using a story map. I can record captions and key phrases in the story on a story map. I can write short sentences to accompany my story map. I can start to use storytelling language in my writing.</p>	<p><b>Fiction texts:</b> The Hungry Caterpillar The Grumpy Ladybird The Very Busy Spider Mad about Minibeasts The Teeny Weeny Tadpole The Ugly Bug Ball</p> <p><b>Traditional Tale:</b> Jack and the beanstalk</p> <p><b>Non: Fiction:</b> Plants and Minibeasts</p> <p>I can identify sounds from my own name in other words. I can write some or all of my name.</p>	<p><b>Fiction texts:</b> The Hungry Caterpillar The Grumpy Ladybird The Very Busy Spider Mad about Minibeasts The Teeny Weeny Tadpole The Ugly Bug Ball</p> <p><b>Traditional Tale:</b> Jack and the beanstalk</p> <p><b>Non: Fiction:</b> Plants and Minibeasts</p> <p>I can write for a purpose in my role play using phonetically plausible words. I can use finger spaces. I can keep my letters on the line. I can use full stops at the end of a sentences. I can form all lower case letters correctly and some capital letters. I can write a brief descriptive account of an event.</p>	<p><b>Fiction texts:</b> Snail and the Whale Katie Morag The Storm Whale Sally and the Limpet</p> <p><b>Traditional Tale:</b> The Wishing Well</p> <p><b>Non: Fiction:</b> You Choose</p> <p>I can use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>I can write my first name with some letters correctly formed.</p>	<p><b>Fiction texts:</b> Snail and the Whale Katie Morag The Storm Whale Sally and the Limpet</p> <p><b>Traditional Tale:</b> The Wishing Well</p> <p><b>Non: Fiction:</b> You Choose</p> <p>I can include a selection of tricky words in my sentences. I can spell I, you, said, the, he, she, me, and, put correctly. I can recreate a familiar story using my own words (T4W). I can look at my writing and recognise what I need to add/take away/improve on.</p>



	Autumn 1 Reception	Autumn 1 Nursery	Autumn 2 Reception	Autumn 2 Nursery	Spring 1 Nursery	Spring 1 Reception	Spring 2 Nursery	Spring 2 Reception	Summer 1 Nursery	Summer 1 Reception	Summer 2 Nursery	Summer 2 Reception
General Themes	My Community		Celebrations		Space		People who help us		Minibeasts		Traditional Tales	
Math's	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, <b>'have a go'</b>, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p>											
	X2 weeks: baseline/getting to know you Matching Sorting Comparing amounts Compare size/mass/capacity Exploring patterns	I Can Recognise Colours I can match objects I can sort objects by size, colour and shape	Representing and comparing 1,2,3 Composition of 1,2,3 Circles and triangles & Spatial awareness The number 4/ The number 5 One more one less Comparing shapes Night and day (routines/time)	I can identify, represent and subitise number 1 I can identify, represent and subitise number 2 I can use mathematical language to explore and identify circle and triangle I can extend a simple ABABAB pattern I can create a simple ABABAB pattern I can correct a simple pattern	I can identify, represent and subitise number 3 I can identify, represent and subitise number 4 I can use mathematical language to explore and identify square and rectangle I can identify, represent and subitise number 5	Zero and comparing numbers to 5 Composition of 4 and 5 Mass and capacity Learning about 6,7 and 8 Pairs and combining groups to 10 Length and height	I can identify, represent and subitise number 6 I can use mathematical language to sort and compare objects according to size and length I can use mathematical language to describe the weight of an object and compare which one is light which one is heavy I can use mathematical language to describe the capacity of different containers.	9 and 10 Comparing numbers to 10 Number bonds to 10 (2 weeks) 3D shape Consolidation (respond to what they need more support with)	Sequencing Position Comparing groups 2D shapes 3D Shapes	Building numbers beyond 10 Counting patterns/spatial reasoning Adding more x2 weeks Taking away x2 weeks	Doubles Sharing and grouping Odd and Even Spatial reasoning Deepening understanding x2 weeks Patterns Consolidation	Doubles Sharing and grouping Odd and Even Spatial reasoning Deepening understanding x2 weeks Patterns Consolidation





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General Themes	My Community		Celebrations		Space		People who help us		Minibeasts		Traditional Tales	
Understanding the world RE / Festivals	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. 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.</p>											
Our RE Curriculum “The Way The Truth The Life” enables children to develop a positive sense of themselves and to transfer their understanding of how Jesus behaves and how we can use these qualities in our everyday life.	<p><b>Past and Present:</b></p> <p>I can talk about significant events in my own experience and share them with others. I can identify different members of my family and explain who they are to me. I can show an interest in different occupations and ways of life.</p>	<p><b>Past and Present:</b></p> <p>I can talk about significant events in my own experience and share them with others. I can identify different members of my family and explain who they are to me. I can show an interest in different occupations and ways of life.</p>	<p><b>Past and Present:</b></p> <p>I can recall events that have taken place with my family and places we have been together. I can talk about my family history. I can compare materials, talk about their differences and the changes I notice.</p>	<p><b>Past and Present</b></p> <p>I enjoy celebrating my birthday and that of others. I can show interest in past events through pictures and videos.</p>	<p><b>Past and Present</b></p> <p>I can talk about birthdays, how and why we celebrate them. I can begin to make sense of my own life-story and family’s history I can begin to retell a past event e.g. morning/bedtime routine.</p>	<p><b>Past and Present:</b></p> <p>I can comment on familiar images and compare then to the past. I can explore how things work and how things might have changed.</p>	<p><b>Past and Present</b></p> <p>I can match some baby animals with their mothers. I can begin to compare how they are different or the same.</p>	<p><b>Past and Present:</b></p> <p>I can comment on images in the past using past tense language/vocabulary. I can understand how the world has changed now compared to 50 years ago. I know that toys from the past are different from my own.</p>	<p><b>Past and Present</b></p> <p>I can remember and talk about significant events from my own experiences. I can understand the life cycle of a person (baby, toddler, child etc).</p>	<p><b>Past and Present:</b></p> <p>I know some similarities and differences between the past and now. I can understand the past through stories, characters and settings from looking at books.</p>	<p><b>Past and Present:</b></p> <p>I can comment on images in the past using past tense language/vocabulary. I can understand how the world has changed now compared to 50 years ago. I know that toys from the past are different from my own.</p>	<p><b>Past and Present:</b></p> <p>I can comment on images in the past using past tense language/vocabulary. I can understand how the world has changed now compared to 50 years ago. I know that toys from the past are different from my own.</p>
	<p><b>People, Culture and Communities:</b></p> <p>I can describe people who are similar to me. I can show interest in the lives of other people. I can recognise that people have different beliefs and celebrate special times in different ways. I can understand the life cycle of a person (baby, toddler, child etc).</p>	<p><b>People, Culture and Communities:</b></p> <p>I can describe people who are similar to me. I can show interest in the lives of other people. I can recognise that people have different beliefs and celebrate special times in different ways. I can understand the life cycle of a person (baby, toddler, child etc).</p>	<p><b>People, Culture and Communities:</b></p> <p>I can recognise and describe special times or events for family or friends. I can draw a simple map with support. I can explore different cultures and talk about how they are different.</p>	<p><b>People, Culture and Communities</b></p> <p>I can name some people in my family. I can show interest in different occupations (E.g.: firefighters /nurse /police officers) I can talk about Christmas celebrations and share my experiences. I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea etc.</p>	<p><b>People, Culture and Communities</b></p> <p>I can look at similarities and differences between me and my friends. I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea etc I can join in with daily routines.</p>	<p><b>People, Culture and Communities:</b></p> <p>I can recognise the different continents in the world. I can understand that some places are special to certain people in the community.</p>	<p><b>People, Culture and Communities</b></p> <p>I can show interest in different occupations (E.g. farmers/vets/baker ) I can name some of the thing’s animals need to help them grow. E.g., food, love, water etc. I can begin to talk about how I can look after animals on the farm? Explore growth and changes over time – chick life cycle.</p>	<p><b>People, Culture and Communities:</b></p> <p>I can describe my immediate environment using knowledge from my learning including non-fiction texts and maps. I can recall similarities and differences between an array of cultures and communities.</p>	<p><b>People, Culture and Communities</b></p> <p>I can share my Easter experiences-discuss how and why we celebrate it. I can identify some of the things plants need to help them grow? Explore growth and changes over time – board bean life cycle. I can begin to explore force that I use in everyday tasks e.g. – push &amp; pull.</p>	<p><b>People, Culture and Communities:</b></p> <p>I can understand the past through events discussed in class. I can recognise similarities and differences between life in my country and other countries.</p>	<p><b>People, Culture and Communities:</b></p> <p>I can describe my immediate environment using knowledge from my learning including non-fiction texts and maps. I can recall similarities and differences between an array of cultures and communities.</p>	<p><b>People, Culture and Communities:</b></p> <p>I can describe my immediate environment using knowledge from my learning including non-fiction texts and maps. I can recall similarities and differences between an array of cultures and communities.</p>

<p><b>Understanding the world RE / Festival s</b></p> <p><b>They will begin to understand and value the differences of individuals and groups within their own community.</b></p> <p><b>Children will have opportunity to develop their emerging moral and cultural awareness.</b></p>	<p><b>The Natural World:</b></p> <p>I can talk about things I have observed in the natural world such as trees, animals, water. I can start to ask questions about aspects of my familiar world such as the place where I live or the natural world. I can use my understanding of the senses to explore the natural world.</p>	<p><b>The Natural World:</b></p> <p>I can talk about things I have observed in the natural world such as trees, animals, water. I can start to ask questions about aspects of my familiar world such as the place where I live or the natural world. I can use my understanding of the senses to explore the natural world.</p>	<p><b>The Natural World:</b></p> <p>I can understand the need to respect and care for the environment. I understand the effects of changing seasons on the world around me. I can plant seeds and show care for growing plants. I can start to explain the life cycle of a plant.</p>	<p><b>The Natural World</b></p> <p>I can make observations about my immediate environment. I can show my understanding on how to dress appropriately for the different weather/ seasons. I can begin to explain why. E.g. I wear boots in winter to keep my feet warm.'</p>	<p><b>The Natural World</b></p> <p>I can identify where things belong in my environment Eg: where my bottle/coat/painting goes. I can begin to follow class rules to look after my classroom. I can explore nocturnal and daytime animals.</p>	<p><b>The Natural World:</b></p> <p>I can listen to children describing and commenting on things they have seen whilst outside, including plants and animals. I can explore and explain the different forces I can feel. I can explore different materials with similar/different properties.</p>	<p><b>The Natural World</b></p> <p>I can talk about environments in stories I can talk about places I have visited (e.g.: the park/library/farm) I am noticing changes in my environment</p>	<p><b>The Natural World:</b></p> <p>I can explore the natural world around me, making observations and drawing pictures of animals and plants. I can recognize similarities and differences between a range of environments drawing on my own experience. I can understand important processes of change in the natural world. I can name the parts of the body that you can see and which one is used for each of the 5 senses.</p>	<p><b>The Natural World</b></p> <p>I can make observations about my immediate environment. I can say what changes I notice. I can begin to understand the need to respect and care for the environment.</p>	<p><b>The Natural World:</b></p> <p>I can show care and concern for living things in the environment I can start to develop an understanding of growth, decay and changes over time I can talk about some of the things I have observed such as plants, animals, natural and found objects.</p>	<p><b>The Natural World</b></p> <p>I can work as part of a class to use the recycling bins within the classroom. I can talk about things I have observed in the natural world such as a trees, animals, water. I can start to ask questions about aspects of my familiar world such as the place where I live or the natural world. I can use my understanding of the senses to explore the natural world.</p>	<p><b>The Natural World:</b></p> <p>I can explore the natural world around me, making observations and drawing pictures of animals and plants. I can recognize similarities and differences between a range of environments drawing on my own experience. I can understand important processes of change in the natural world. I can name the parts of the body that you can see and which one is used for each of the 5 senses.</p>
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Autumn 1 Reception	Autumn 1 Nursery	Autumn 2 Reception	Autumn 2 Nursery	Spring 1 Nursery	Spring 1 Reception	Spring 2 Nursery	Spring 2 Reception	Summer 1 Nursery	Summer 1 Reception	Summer 2 Nursery	Summer 2 Reception
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General Themes	My Community	Celebrations	Space	People who help us	Minibeasts	Traditional Tales
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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.

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.

*Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.*

*Work will be displayed in the classroom lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.*

<p>I can remember and sing a selection of nursery rhymes.</p> <p>I can mix colours and describe primary colours mixing to create new ones.</p> <p>I can build stories around toys (small world) use available props to support role play.</p> <p>I can build simple models using a variety of construction equipment.</p> <p>I can use a variety of ‘Junk Modelling’ resources to create objects and give them meaning.</p> <p>I can explore sounds and how they can be changed, tapping out of simple rhythms.</p> <p>I can start to clap to the beat.</p> <p>I can draw a self portrait using open shapes to show simple features.</p> <p>I can do an observational drawing of a pet.</p>	<p>I can remember and sing a selection of nursery rhymes.</p> <p>I can mix colours and describe primary colours mixing to create new ones.</p> <p>I can build stories around toys (small world) use available props to support role play.</p> <p>I can build simple models using a variety of construction equipment.</p> <p>I can use a variety of ‘Junk Modelling’ resources to create objects and give them meaning.</p> <p>I can explore sounds and how they can be changed, tapping out of simple rhythms.</p> <p>I can start to clap to the beat.</p> <p>I can draw a self portrait using open shapes to show simple features.</p> <p>I can do an observational drawing of a pet.</p>	<p>I can take part in simple pretend play and give my objects/role play meaning.</p> <p>I can use construction to create imaginative and constructive small world.</p> <p>I can develop my own ideas and choose which materials to support them.</p> <p>I can use different mediums to create a desired effect.</p> <p>I can try and match the pitch of a sound whilst humming or singing.</p> <p>I can listen with increased attention to sounds.</p> <p>I can explore using playdoh to create imaginative objects using simple techniques.</p> <p>I can explore finger painting to recreate landscapes based on Claud Monet.</p>	<p>I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers)</p> <p>I can recognise and name colours.</p> <p>I can begin to mix colours to create new ones.</p> <p>I can use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces.</p> <p>I can create a painting by listening to music and selecting colours which I feel represent the sound. Inspired by Sigourney Young - Synaesthesia paintings.</p>	<p>I can join different materials and explore different textures.</p> <p>I can draw identifiable pictures e.g. circle for a head.</p> <p>I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers) with increasing control</p> <p>I can build stories around toys (small world) use available props to support role play.</p> <p>I can create a simple stary night picture using oil pastels inspired by Van Gogh’s A stary night.</p>	<p>I can talk about a famous artist and explain the type of art work they create.</p> <p>I can respond to a piece of music and describe what I like, colours and what I can hear.</p> <p>I can name a selection of instruments.</p> <p>I can choose an instrument for a particular purpose.</p> <p>I can showcase different emotions using my facial expressions.</p> <p>I can explore using shape, drawing lines to create Kandinsky inspired art work.</p> <p>I can use drama to recreate stories using storytelling language and actions.</p>	<p>I can talk about what I am creating.</p> <p>I can begin to use representation to communicate, e.g. drawing a face with a line and saying, ‘That’s me.’</p> <p>I can include some facial features in my picture.</p> <p>I can explore different mediums to create a desired effect.</p> <p>I can build stories around toys (small world) use available props to support role play.</p>	<p>I can create something collaboratively and share ideas and resources with my friends.</p> <p>I can explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>I can return to and build on my prior learning and developing my ability to represent them.</p> <p>I can listen, move to and talk about music, expressing my feelings and responses.</p> <p>I can use an object to explore abstract art and verbalise my understanding of it.</p> <p>I can sing in a group, increasingly focusing on pitch and melody.</p> <p>I can develop imaginative storylines in my pretend play.</p> <p>I can explore and engage in music and dance.</p>	<p>I can draw a person with identifiable features. E.g. face body and limbs</p> <p>I can use colours for a purpose.</p> <p>I can develop my own ideas and then decide which materials to use to express them.</p> <p>I can begin to say how I can improve my work.</p> <p>I can create a drawing resembling a flower/plant/tree.</p> <p>I can create stories during role play based on my experiences.</p>	<p>I can safely use a variety of tools including scissors and cutting tools.</p> <p>I can showcase different techniques of using different materials: cutting, sticking, scrunching, tearing.</p> <p>I can use my knowledge of Andy Goldsworthy to create natural art pieces linked to Minibeasts.</p> <p>I can make use of props and materials when role playing characters in narratives and stories.</p>	<p>I can sing a range of well known nursery rhymes and songs off by heart.</p> <p>I can perform songs, rhymes and poems in front of the class.</p> <p>I can recreate David Hockney inspired art using watercolours and oil pastels.</p> <p>I can sing a song in front of the class using actions.</p> <p>I can try and move in time with the music.</p> <p>I can follow a beat and recreate my own.</p> <p>I can share what I have created and explain what process I went through to get to the end product.</p>	<p>I can sing a range of well known nursery rhymes and songs off by heart.</p> <p>I can perform songs, rhymes and poems in front of the class.</p> <p>I can recreate David Hockney inspired art using watercolours and oil pastels.</p> <p>I can sing a song in front of the class using actions.</p> <p>I can try and move in time with the music.</p> <p>I can follow a beat and recreate my own.</p> <p>I can share what I have created and explain what process I went through to get to the end product.</p>
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# Little Joe's Long Term Plan 23-24



## Early Learning Goals – for the end of Reception year - Holistic / best fit Judgement!

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Math's	Understanding the World	Expressive arts and design
<p><b>ELG: Listening, Attention and Understanding</b></p> <p>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</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</p>	<p><b>ELG: Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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.</p> <p><b>ELG: Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;</p> <p>Show sensitivity to their own and to others' needs.</p>	<p><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p><b>ELG: Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>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.</p> <p><b>ELG: Numerical Patterns</b></p> <p>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.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>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.</p> <p><b>ELG: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>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.</p>