**Birtley East Primary School Early Years Foundation Stage : Reception Long Term Plan (Cycle A)**

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|  | Autumn 1 | Autumn 2 | | | Spring 1 | | | Spring 2 | Summer 1 | | | | Summer 2 |
| Overarching Themes | **Autumn :**  **It’s Autumn Time!**  **All About Me** | | | | **Spring :**  **It’s Spring Time!**  **Creatures** | | | | **Summer :**  **It’s Summer Time!**  **Out and About in the Environment** | | | | |
| **Planned Key Books: PWP Key books linked to theme** | **C:\Users\angelafradgley\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\C14BC4FB.tmpWinnie the Witch by Valerie Thomas and Korky Paul** | **The Gingerbread Man**  **(A Traditional Tale)** | | | **The Three Little Pigs**  **(A Traditional Tale)**  **C:\Users\angelafradgley\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\8EE6DC77.tmp** | | | **Book based on Children’s interest** | **Mr. Gumpy’s Outing by John Burningham**  **C:\Users\angelafradgley\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\38C3B49D.tmp** | | | | **Book based on Children’s interest** |
| **Focus Books**  **and Books Linked to theme** | **Autumn:**  Autumn (non-fiction books)  The Big Pumpkin  The Enormous Pumpkin  **Starting School:** I am absolutely too cool for school, Starting School  **Finding out About ourselves:** Ruby’s worry, The colour Monster, The Lion inside, My shadow is pink, rainbow fish.  **Our families are all different:** All are welcome, Families, Families  **People who are special to us:** People who help us non-fiction books  Welcome to our world  The same but different  **Keeping healthy and safe-dental health:** When I grow up, A super hero like you, My wobbly tooth must never fall out | **Festivals:**  Diwali non-fiction books  The best Diwali Ever  Rama and Sita  **Light and Dark:**  The Little Glow  **Christmas:**  Dear Santa  Jolly Christmas Postman  Father Christmas  The Snowman  Little Robin Red Vest | | | **Winter:**  Little Robin Red Best  Winter non-fiction books  Lost and Found  Arctic Animals  One Snowy Night  **Garden Birds:**  A busy day for birds  My first garden birds book  Little Robin Red Vest  Bird Builds a Nest  **Pets:**  Jekyll and Hyde  Hairy Mclairy  Oi Frog  On the Way Home  Six Dinner Sid | | | **Spring:**  Spring non-fiction texts  The tiny seed  Sam Plants a Sunflower  We’re going on an Egg Hunt  **Story Animals**  The Rhyming Rabbit  **Farm animals**  Rosie’s Walk  Who’s on the Farm?  **Dinosaurs**  Dinosaur non-fiction books  There’s a dinosaur in your book**.**  Captain Flynn and the pirate dinosaurs  **Fantasy stories etc**  There’s an alien in your book  Princess Mirror Belle and the Dragon Pox  Room on the broom | **Summer:**  Summer non-fiction texts  **Local Area**  Maps of trips (Gibside, Zoo, Library)  **Space**  Look up!  How to Catch a Star  Aliens love Underpants  Whatever Next!  Zoom to the moon  The Way Back Home | | | | **Summer:**  Summer non-fiction texts  **Holidays**  **e.g. Seaside, camping**  Sharing a shell  Billy’s Bucket  What the ladybird heard at the Seaside  Kipper’s Sunny Day |
| **Rhymes and Poems** | Five Little Speckled Frogs  Five Currant Buns  Healthy Teeth Song  Starting School Poem | 12 days of Christmas  Five Little Elves  Christmas Acrostic Poem | | | 10 green bottles  10 in a bed  Winter Poem | | | The animals went in two by two  Ten fat sausages  Planting Poem | One tomato two tomatoes  Shape Song  Planets song  Space themed poem | | | | Colour mixing song  Counting down from 20 song (forwards and backwards)  Adventure Poem |
| **Possible Role Play Ideas** | Witch’s Kitchen  Farm Shop  Hospital | Santa’s Workshop  Santa’s Post Office | | | Constrictions site | | | Vet Hospital | Airport  Ice Cream Shop  Space Station | | | | Seaside  Year 1 School Role play |
| **Key Events that children will experience at school and with their families** | 8th Sep: International  Literacy Day  19th-25th September  Recycle Week  6th Oct: National Poetry Day  2nd October: Grandparents Day  4th – 10th Oct World Space Week  7th Oct:World Smile Day  24th Oct: Diwali (Hindu) | 31st Oct: Halloween and National Bug Busting Day (Head Lice)  5th Nov: Bonfire Night  14th-18th Nov: Anti Bullying Week  11th Nov: Remembrance Day  13th Nov: Kindness Day  14th-20th Nov: Road Safety Week  20th Nov: Universal  Children’s Day  21st Nov: World Hello Day  21st Nov-18th Dec: Football World Cup  27th Nov: Advent Begins  Christmas events  18th Nov-26th Dec: Hannukah  Birtley Winter Festival | | | 27th Jan: Big Garden Bird watch  28th Jan: International Lego day  31st Jan: National Bug Busting Day (Headlice Awareness)  22nd Jan: Chinese New Year  7th Feb-13th Feb: Children’s Mental Health Week  14th Feb: Safer Internet Day  14th Feb: Valentine’s Day  17th Feb Random Acts of Kindness Day  21st Feb : Pancake Day  30th Jan-6th Feb: National Storytelling Week | | | 1st March: St. David’s Day  3rd March:  3rd March: World Book Day  8th March: Holi (Hindu)  19th March Mother’s Day  17th March: St. Patrick’s Day  18th March: Global Recycling Day  21st March: World Poetry Day  17th March: Red Nose Day  17th March World Sleep Day  23rd Ramadan (Islam)  2nd April: International Children’s Book Day  9th April Easter Day  22nd April Earth Day  22nd April: Eid-al-Fitr (Islam)  23rd April St George’s Day | 7th May World Laughter Day  3rd-9th May: National Sun Awareness Week  19th May: National Numeracy Day  25th May: National Singin Day | | | | 5th June World Environment Day  29th June: Eid-al Adha (Islam)  3rd June-10th June: Child Safety Week  8th June- World Oceans Day  15th June: National Bug Busting Day (Headlice awareness)  18th June Father’s Day  21st June Make Music Day  School Summer Fair  26th June Wimbledon |
| **Out and about through the seasons** | * Leaves fall * Autumn colours * Natural resources found on the ground e.g. pine cones * Winter clothing, keeping warm in the winter * Hibernation * Darker nights, keeping safe in the dark * Looking after garden birds, hedgehog houses | | | | * Snow and ice * Snow play, sledges, building snowmen * Winter clothing, keeping warm * Signs of new life; plants and animals * Growing spring plants, naming flowers * Looking after garden birds, hedgehog houses * Spring colours | | | | * Heat and keeping safe in the sun * Summer colours * Effects of heat on your body * Looking after the garden in summer * Water play * Minibeasts * Summer flowers * Harvest e.g. potatoes, strawberries | | | | |
| **PSHE Scheme**  **Jigsaw** | **Autumn Term 1-**  **Being Me in My World**  Self-Identity  Understanding Feelings Being in a classroom  Being gentle  Rights and responsibilities | | **Autumn Term 2-Celebrating Difference**  Identifying talents  Being special  Families  Where we live  Making friends  Standing up for yourself | | | **Spring Term 1-**  **Dreams and Goals**  Challenges  Perseverance  Goal-setting  Overcoming obstacles  Seeking help  Jobs  Achieving goals | | **Spring Term 2-**  **Healthy Me**  Exercising bodies  Physical activity  Healthy food  Sleep  Keeping clean  Safety | **Summer Term 1-**  **Relationships**  Family life  Friendships  Breaking friendships  Falling out  Dealing with bullying  Being a good friend | | | **Summer Term 2-**  **Changing Me**  Bodies  Respecting my body  Growing up  Growth and Change  Fun and fears  Celebrations | |
| **R.E Scheme**  **Discovery R.E** | **What makes people special?**  Theme: Special people  Religion: Christianity and Judaism | | **What is Christmas?**  Theme: Celebrations /Festivals (Christmas) Religion: Christianity | | | **How do people Celebrate?**  Theme: Celebrations /Festivals  Religion Hinduism | | **What is Easter?**  Theme: Celebrations /Festivals (Easter) Religion: Christianity | **What can we learn from stories?**  Theme: Stories  Religion: Christianity and Islam | | | **What makes places special?**  Theme: Special Places  Religion: Christianity and Islam | |
| **Reception Events Experiences** | **Visit/Visitors**:  Farm Visit at Christmas  Northern Stage Theatres  Library  Fire Safety – Bonfire Night  Marcus – road safety talk (reflectors) | | | | **Visit/Visitors**:  Zoo lab  Wetland Centre  Potter’s World (Lanchester)  Angel of the North  Marcus – seasonal changes  Library | | | | **Visit/Visitors**:  Beach/Park  Northumberland Zoo  Gibside Visit  Wallington Hall  Library | | | | |
| **Parental Engagement** | **Induction:**  Starting School  **Curriculum Workshop:** Phonics and Reading  **Parent Evening** | **Foundation stage Stay and Play Day**:  Halloween  (Maths Focus)  **Christmas Fair** and Winter Festival  Next Steps Report-Parent input into curriculum. | | | **Stay and Play:** Literacy/Phonicstheme  **Parent Evening** | | | **Assembly**:  Mother’s Day  **Foundation stage Stay and Play:** Easter egg hunt  **Next Steps Report**-Parent input into curriculum | **Induction**: to Year 1 begins  **Transition to Year 1-** parent views | | | | Sports Day  Father’s Day Stay and Play  **End of Year Report-**Information about GLD |
| **EYFS Overarching Principles**  **Underpin all the guidance in Birth to 5 Matters.** | **Unique child**  Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured | | | **Positive Relationships**  Children learn to be strong and independent through positive relationships | | | | **Enabling environments**  children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers. | | | **Learning and development**  All three of the other principles with enable learning and development. Children develop and learn at different rates | | |
| **Characteristics of Effective Learning** | **Playing and exploring**  children investigate and experience things and ‘have a go’ | | | | **Active learning**  Children concentrate and keep on trying if they encounter difficulties and enjoy achievements | | | | **Creating and thinking critically**  Children have and develop their own ideas, make links between ideas, and develop strategies for doing this | | | | |
| **Birtley East Primary School**  **EYFS**  **Curriculum Intent** | “At Birtley East Community Primary School we keep the whole child in mind. Our professional and skilled team work together to develop all children in our care to achieve their full potential. Teaching and learning is shaped by a curriculum designed to meet the needs of our community, including an additional curriculum focus on children’s wellbeing and involvement. Everything we do is underpinned by our supportive, caring and inclusive ethos.”   * Teach children how to care for each other and to be kind. Show them that we care about their emotional well-being and give them the skills to look after their own and others’ mental health. * Research tells us that young children learn best through play. Value learning through a play, and respond to children’s needs and fascinations to ensure that every child displays high levels of involvement. * Teach children to be confident, inquisitive and resilient. Give children the skills they need to become lifelong learners. * Focus on the Prime areas: PSED, C&L, PD – creating strong foundations for Reception and beyond. * Create an environment that generates a love of reading for pleasure. * Supporting language development & widening vocabulary. * Offer children a wide range of experiences to broaden their interests and knowledge. * Positive interactions with parents – create those early foundations and include parents in curriculum construction for their child.   Early identification of learning barriers and intervention in the Prime Areas to give children the support they best start in their learning and development. | | | | | | | | | | | | |
| Prime Areas of Learning | | | | | | | | | | | | | |
| **Personal, Social and Emotional Development (Statutory Framework for the Early Years Foundation Stage: Educational Programmes)**  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 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. | | | | | | | | | | | | | |
| **Personal, Social and Emotional Development**  As a Prime Area of Learning PSED underpins all specific subject areas. It has strong links with:  PSHE curriculum  Our school uses Jigsaw as part of the PSHE curriculum. In Reception we follow the themes, integrating the key messages through the provision, and through circle times. When Reception staff feel that children are ready they join in with assemblies during summer term.  R.E curriculum  Our school uses Discovery R.E as part of the R.E curriculum. In Reception we integrate the key messages through the provision | **Autumn Term : It’s Autumn Time!/All About Me**  (Starting school Finding out about ourselves talking about our feelings, our families and friends are all different, keeping healthy and safe when we are out and about, learning about how our bodies work, autumn festivals, dark and light, changes in the environment in autumn) | | | | | **Spring Term : It’s Spring Time!/Creatures**  (Garden Birds, Creatures in the garden, Pets, World Animals, other creatures such as story animals, Dinosaurs, fantasy animals etc) | | | **Summer Term : It’s Summer Time!**  **Out and About in the Environment**  (Local Area, trips out with school and with our families, maps holidays, adventures further afield, adventures to fantasy places, moving on to Year One) | | | | |
| Range 6 (Birth to 5 Matters Learning and Development). | | | | | | | | | | | | |
| **Making Relationships**  • Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others  • Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others’ thinking  • Is increasingly flexible and cooperative as they are more able to understand other people’s needs, wants and behaviours  • Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support  • Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations  • Is proactive in seeking adult support and able to articulate their wants and needs  • Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship | | | | | **Sense of Self**  Recognises that they belong to different communities and social groups and communicates freely about own home and community  • Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination  • Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group  • Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms  • Has a clear idea about what they want to do in their play and how they want to go about it  • Shows confidence in choosing resources and perseverance in carrying out a chosen activity | | | **Understanding Emotions**  Understands their own and other people’s feelings, offering empathy and comfort  • Talks about their own and others’ feelings and behaviour and its consequences  • Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people  • Is more able to manage their feelings and tolerate situations in which their wishes cannot be met  • Seeks support, “emotional refuelling” and practical help in new or challenging situations.  • Is aware of behavioural expectations and sensitive to ideas of justice and fairness  • Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise | | | | |
| **AUTUMN**  Continuous  (A focus on building relationships will continue over the year as children learn about other children in the class and in the wider school. They will build relationships with a range of adults as they take part in wider school routines and events. They will learn that there are many different kinds of families that may be different from their own).  **Making Relationships**  Begin to develop positive relationships with their new key person and staff they meet in the wider school.  Learn that they belong to different groups at school. Learn to work in groups and sometimes as a whole class. Begin to learn together -introduce floor book for Reception.  Re-establish friendships and meet new friends in Reception class. Learn that all children are unique and that we can learn how to play with friends in different ways. Find ways to look after our friends and learn what it means to be a good friend.  Remember to use courtesies such as please, thank you and you’re welcome in their everyday interactions with others,  Continuous  (A focus on developing a sense of self will continue over the year as children develop confidence in themselves as unique people. Message board times, plan, do review and home learning input will support children to be confident with their own identity and respect diversity when listening to others)  Sense of Self  Work together to make a class charter (RRS)  Become confident to come into Reception with support from staff.  Make play choices linked to their preferences and interests in their new class, talk about what they will do in different areas. At review times reflect on what they did and what they can do well. Encourage children to offer opinions as they plan and reflect.  Learn how to solve problems in play when working with others.  Begin to follow the Reception class routine with support from their key person and begin to adapt to changes in routine particularly around Christmas time.  Build resilience and work towards attending full days at school.  Learn about the autumn festivals that different communities in our school celebrate– Diwali, Harvest, Halloween Christmas (focus may change for each cohort)  Continuous  (A focus on understanding emotions will continue over the year in each class as children are supported with how to respond to their feelings in a range of situations. Opportunities for children to engage in child- initiated play with others will offer opportunities for managing a range of feelings while learning to respond sensitively to the emotions of others. Message board times and plan, do review times offer daily opportunities to talk about and name emotions and reflect on why others feel the way they do).  Understanding Emotions  Respond to other children’s feelings with increasing independence by alerting an adult or offering comfort. Begin to explore how our actions and words an have an impact on others’ feelings.  Use words taught in Nursery to talk about how they and other children are feeling. Learn about how our feelings change on special days. Establish zones of regulation in reception class and create a calm space for emotional refuelling.  Begin to use words that describe feelings in their interactions with others, or the feelings of characters in books.  Engage in risk assessment of their new learning environment and establish rules for taking care of new toys and equipment  **Celebrating diversity**-Use each child’s all about me booklet to understand, celebrate and explore different families, relationships and cultures. Recognise and respect children’s particular friendships, family traditions and identities. | | | | | **SPRING**  **Making Relationships**  Learn together with their key person, children and develop positive relationships with staff they meet in the wider school. Know how adults in school can keep us safe.  Work in groups to share knowledge and understanding about the theme spring/creatures. Enjoy learning together – floor book  Learn that they belong to different groups at school and at home.  Continue to show independence with sharing and turn taking Begin to offer solutions to social problems.  Remember to use courtesies such as please, thank you and you’re welcome in their everyday interactions with others.  Shared responsibility of caring for the living things for example, learning that we can achieve a better space by working together. Establish roles and responsibilities with regard to caring for lining things this term.  Sense of Self  Follow the class charter through everyday interaction (RRS)  Be confident when choosing resources and show increasing perseverance to complete a play plan.  Continue to make play choices linked to their preferences and interests, talk about what they will do in different areas. At review times reflect on what they did and what they can do well. Confidently offer opinions and make suggestions to others as they plan and reflect.  Take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support.  Talk about behavioural expectations and classroom rules, begin to show sensitivity to ideas of justice and fairness and begin to challenge when they a situation that is unfair to them.  Learn about the spring festivals that different communities in our school celebrate in autumn possible festivals – Chinese New Year, Pancake Day, Mother’s Day, Easter(focus may change for each cohort)  Understanding Emotions  Consistently respond to other children’s feelings with increasing independence by alerting an adult or offering comfort. Know how our actions and words and have an impact on others’ feelings.  Learn to listen to their own feelings and independently talk about how they or others are feeling. Use zones of regulation to manage feelings and independently uses calm spaces.  Put into practice the risk assessments and safety rules that they created.  Have built up relationships and know who to turn to for, “emotional refuelling” and practical help in new or challenging situations  Demonstrate care and concern for people and living things in our environment. Understanding that living things need care and attention to help them grow and relate to how we treat others.  Keeping themselves safe indoors and outdoors, focus on safety in winter weather, in the garden and when handling creatures. | | | **SUMMER (Getting Reception ready)**  **Making Relationships**  Begin to meet new adults in their new year 1 class. Know that they will meet new adults and also recognise some adults that they already know. Know how adults in school can keep us safe.  Learn about other adults in the local area who can keep us safe.  Work in groups to share knowledge and understanding about the theme summer/out and about in the environment.  Initiate ideas for learning together – floor book.  Learn that they will belong to a different class at school but the children in their class will be the same.  Continue to show independence with sharing and turn taking Independently offer solutions to social problems.  Shared responsibility of caring for the environment for example, learning that we can achieve a better space in our local area by working together. Establish roles and responsibilities with regard to caring for our environment.  Share whole school events with Year One- end of year sport’s Day.  Sense of Self  Through transition begin to create a new class charter for Year 1 (RRS)  Develop confidence when exploring new spaces through transition.  Continue to develop play choices linked to their preferences and interests, talk about what they will do in different areas. At review times reflect on what they did and what they can do well. Confidently offer opinions and make suggestions to others as they plan and reflect.  Take steps to resolve conflicts with other children by negotiating and finding a compromise, mostly by themselves.  Explain behavioural expectations and classroom rules, be sensitive to ideas of justice and fairness and refer to these rules when challenging a situation that is unfair to them or to someone else.  Learn about the summer festivals that different communities in our school celebrate in autumn possible festivals – Eid, Father’s Day focus may change for each cohort)  Understanding Emotions  Consistently and independently respond to other children’s feelings with increasing independence by alerting an adult or offering comfort. Know how our actions and words and have an impact on others’ feelings.  Listen and respond to their own feelings and begin to manage them using strategies they have learnt alongside and adult such as zones of regulation and calm spaces .  Continue to practice the risk assessments and safety rules that they created and consider risks in new spaces through transition.  Learn that at transition times we are beginning to say goodbye, but look forward to starting something new. Support our friends at transition time.  Demonstrate care and concern for our local area. Understanding that by working together we can make our area a better place to be.  Keeping themselves safe in the local area and when we are venturing further afield on holiday. Keeping safe in the summer weather and when we are playing outside during the summer holidays. | | | | |
| Jigsaw Themes:  Our school uses Jigsaw as part of the PSHE curriculum. In Reception we follow the themes, integrating the key messages through the provision, and through circle times. When Reception staff feel that children are ready they join in with assemblies during summer term. | **Autumn Term 1-**  **Being Me in My World**  Self-Identity  Understanding Feelings Being in a classroom  Being gentle  Rights and responsibilities | | **Autumn Term 2-Celebrating Difference**  Identifying talents  Being special  Families  Where we live  Making friends  Standing up for yourself | | | **Spring Term 1-**  **Dreams and Goals**  Challenges  Perseverance  Goal-setting  Overcoming obstacles  Seeking help  Jobs  Achieving goals | | **Spring Term 2-**  **Healthy Me**  Exercising bodies  Physical activity  Healthy food  Sleep  Keeping clean  Safety | **Summer Term 1-**  **Relationships**  Family life  Friendships  Breaking friendships  Falling out  Dealing with bullying  Being a good friend | | | **Summer Term 2-**  **Changing Me**  Bodies  Respecting my body  Growing up  Growth and Change  Fun and fears  Celebrations | |
| Discovery R.E:  Our school uses Discovery R.E as part of the R.E curriculum. In Reception we integrate the key messages through the provision, and through circle times. | **What makes people special?**  Theme: Special people  Religion: Christianity and Judaism | | **What is Christmas?**  Theme: Celebrations /Festivals (Christmas) Religion: Christianity | | | **How do people Celebrate?**  Theme: Celebrations /Festivals  Religion Hinduism | | **What is Easter?**  Theme: Celebrations /Festivals (Easter) Religion: Christianity | **What can we learn from stories?**  Theme: Stories  Religion: Christianity and Islam | | | **What makes places special?**  Theme: Special Places  Religion: Christianity and Islam | |
| **Year 1 ready:**  **ELGs**  **By the end of the EYFS at our school we aim for children to have achieved the ELGs and to have a Good Level of Development.** | **Self-Regulation ELG**  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;  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. | | | **Managing Self ELG**  • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;  • Explain the reasons for rules, know right from wrong and try to behave accordingly;  • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. | | | **Building Relationships ELG**  • Work and play cooperatively and take turns with others;  • Form positive attachments to adults and friendships with peers;  • Show sensitivity to their own and to others’ needs. | | | Year 1 Ready – Birtley East Primary School Aims   * To have taken part in a transition process that enables children to successfully manage the change from the EYFS into Year one. * To have developed a relationship with their new key people * For Reception staff to have had meaningful discussions with the year one teacher so that transitions are smooth and that all staff are aware of the needs and characteristics of learning for each child. * That children are emotionally well. They feel good about themselves and are looking forward to change. * Continued identificationn of need has continued and interventions are shared with Year 1 teacher as part of the transition process. | | | |

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| **Communication and Language (Statutory Framework for the Early Years Foundation Stage: Educational Programmes)**  The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. | | | |
| **Communication and Language** | **Autumn Term: It’s Autumn Time! All About Me**  (Starting Reception, Finding out about ourselves and our feelings, keeping healthy and safe through routines, families and making friends, autumn festivals, dark and light, changes in the environment in Autumn ) | **Spring Term: It’s Spring Time! Creatures**  (Garden Birds, Creatures in the garden, Pets, World Animals, other creatures such as story animals, Dinosaurs, fantasy animals etc) | **Summer Term It’s Summer Time!**  **Out and About in the Environment**  (Local Area, trips out with school and with our families, maps holidays, adventures further afield, adventures to fantasy places, moving on to Year One) |
| Range 6 (Birth to 5 Matters Learning and Development). | | |
| As a Prime Area of Learning C and L underpins all specific subject areas and National Curriculum subjects. It has strong links with:  EYFS  Characteristics of Effective Learning  Specific Area EYFS Literacy (Reading)  Expressive Arts and Design  National Curriculum  English | **Listening and Attention**  Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity.  May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span | **Understanding**  Understands a range of complex sentence structures including negatives, plurals and tense markers  Beginning to understand humour, e.g. nonsense rhymes, jokes  Able to follow a story without pictures or props  Listens and responds to ideas expressed by others in conversation or discussion Understands questions such as who; why; when; where and how | **Speaking**  Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words  Uses language to imagine and recreate roles and experiences in play situations  Links statements and sticks to a main theme or intention  Uses talk to organise, sequence and clarify thinking, ideas, feelings and events  Introduces a storyline or narrative into their play |
| **AUTUMN**  **Continuous**  A focus on Listening and Attention will continue over the year and will progress in each class as children are supported to listen and respond in different situations. Starting with one to one conversations and story sharing through to listening and attending in more formal group situations towards the end of their Reception year. Opportunities for children to engage in child- initiated play will offer opportunities for listening and responding to the ideas of others, while message board times and plan, do review times offer daily opportunities to listen to adults.  Listening and Attention:  Understand rules for good listening behaviours in Reception class Learn why listening is important.  Share stories that have been read to them in Nursery. Listen to the stories with and join in with repetitive phrases and refrains.  Demonstrate listening through provision of key story retelling opportunities in the learning environment. Identify the main characters and setting for stories using maps, puppets, props and role-play.  Begin to listen to stories as part of a whole class. Focus on and become familiar with key texts for autumn.  Take part in small group times regularly throughout the new Reception routine.  Talk with key person and some other children about themselves and their fascinations as they play. Using home learning photographs will help.  Continuous  (A focus on Understanding will continue over the year and will progress in each class as children are supported to learn how to ask and answer questions and to follow instructions, and to take tuns as the speak. Adults will model asking and answering questions as children play offering commentary in playful situations to embed understanding of newly acquired vocabulary. Plan, Do Review times will offer daily opportunities to answer questions about meaningful experiences. The learning environment and daily routine will enable development of understanding instructions, requests and new vocabulary through opportunities for adults to model language alongside children through playful interactions, and the embedded use of visuals will encourage understanding of new vocabulary, events and routines.)  Understanding  Through adult modelling learn what questions ‘what and ‘where’ and ‘who’ mean when exploring the ‘All About Me’ theme.  Adult’s model asking a range of open-ended questions during small group times and when acting as play partners including ‘what?’ and ‘where?’ Recognise when children are asking questions.  Listen to others in small groups and show understanding by responding to what others say in discussion about themselves and their own experiences during the autumn time. Begin to engage in discussion about past and present events.  Listen to familiar and new stories. Explore understanding by answering questions about what they have heard being read to them. Use illustrations to support understanding.  Learn to understand events by recognising new symbols d on visual timetables and success criteria charts.  Follow instructions in their new learning environment. Introducing new vocabulary based on ‘all about me’ and ‘ Autumn Time’.  Continuous  (A focus on Speaking will continue across the EYFS and will progress in each class as children are supported to acquire new vocabulary through adult interactions then apply them in meaningful active play experiences. New vocabulary that can be taught will link to themes for each term alongside that which is generated by observations of children’s interests. Adults will model speaking and will demonstrate the correct use of grammar when communicating with children. Plan, Do Review and message board times will offer daily opportunities to model using talk by linking together ideas, and to introduce new vocabulary. The learning environment and daily routine will be used to offer opportunities to acquire new word and use them in context.)  Speaking  Remember what we have learned in Nursery about taking turns in conversations and discussions. Remember visuals used to support this during plan, do review and whole group gathering times.  Rebuild confidence to invite other children to play by asking them to join in, explaining turns and beginning to act out experiences.  Children will learn to answer and ask simple questions (who, what, why, when and how) with appropriate answers, have chance to learn new words and meanings, and to express their ideas and talk about interests.  Adults model commenting to broaden vocabulary and asking a range of open-ended questions during small group times and when acting as play partners including ‘what?’ ‘where?’ ‘how?’ why?’ Recognise when children are asking questions and model responses.  Begin to use language to imagine and recreate roles and experiences in play situations with others (see possible role play links for autumn term)  Begin to learn some stories by heart (see key texts) that they can retell.  Begin to take part in circle times as part of Reception routine. Adult’s model using grammatically accurate sentences as they speak that include a range of tenses. Support children to stick to a main theme or intention during discussions.  Confidently talk to others using some conjunctions (and, but, because) to join simple sentences in a range of contexts.  Adults extend upon previously taught vocabulary using new words in meaningful contexts linked to theme ‘All About Me’ and ‘autumn time’, through planned stories and by learning new words linked to the different cultures and communities of the cohort. Extend vocabulary by naming parts of the body and actions, build on from naming simple parts of the body to more complex parts such as organs, different parts of the eye or bones for example. Use recently introduced vocabulary with confidence while playing and exploring.  Confidently understand and use prepositions in, on, under, next to, and behind as they communicate. Hear in front of and at the back of and begin to use these words in their communication.  PWP (See PWP planning autumn term)- Develop understanding of what has been read to them through PWP. Using a range of props puppets and storytelling resources to develop understanding of stories. Build upon knowledge and understanding of story-telling language they have heard in nursery to begin to tell stores in their own words. Learn to use ‘Once upon a time’ ‘first’, ‘then’, ‘finally’,’…..happily ever after’ in storytelling contexts.  Following the theme ‘All About Me’ encourage parents to send photographs of children learning at home. Children can retell past experiences with their key person and begin to share in small groups. Use photographs to support talk about experiences, special days and special occasions with family and friends. Share information about ourselves, our families and where we live, our feelings and what we know about autumn and winter in our environment.  Follow instructions in new Reception class Introduce new vocabulary based on ‘All About Me’ and in the autumn time.  Revisit exploring outdoors in nature as autumn turns into winter support children to comment in more detail on the changes that are happening, drawing on previous experiences and by asking questions to find out more.  Broaden vocabulary using fiction and non-fiction books linked to the theme ‘All About Me’ and ‘Autumn time. Extend vocabulary through sharing books and rhymes. Adults model prosodic reading when sharing books.    Broaden vocabulary through role play. Name roles, and objects found around a witch’s kitchen, post office or workshop. Name doctor’s, dentist’s tools and use words to re-enact a visit to the hospital or ambulance and activities that happen at home. Name objects we might find at home during autumn/winter festivals. | **SPRING**  Listening and Attention:  Consistently apply good listening behaviours to a range of small group times and gradually whole class times.  Begin to recall stories that they know well and begin to sequence stories and rhymes. Continue to build a repertoire of stories through many opportunities to share them. Key focus books with clear language patterns and repeated refrains are planned.  Retell stories that they have heard using props and resources that build up to create the continuous provision in class.  Enjoy listening to stories as part of a whole class within the daily routine. Focus on and become familiar with key texts for spring .  Take part in whole class times regularly throughout the Reception routine.  Talk with key person and some other children about new learning linked to theme creatures and spring time. Link discussion to experiences and begin to talk about knowledge from books and internet for example animals form different countries, fantasy creatures.  Understanding  Through adult modelling learn what questions ‘why’ and ‘how’ mean when exploring the ‘creatures’ and ‘spring’ themes.  Listen to others in small groups and increasingly in larger group times and show understanding by responding to what others say in discussion about themselves and their own experiences during the spring time and their experiences with living creatures.  Engage in discussion about past and present events for themselves and people they know.  Listen to familiar and new stories. Explore understanding by answering questions about what they have heard being read to them. Adults tell stories about their experiences that do not have pictures or prompts to support.  Follow instructions in their new learning environment and in new social situations around school. Introducing new vocabulary based on ‘Creatures’ and ‘Spring Time’.  Speaking  Take turns in conversation and discussions as part of a group and increasingly as part of a class. Stick to a main theme or intention when talking in one to one situations and in small group times.  Continued modelling of commentary to broaden vocabulary, and of open-ended questioning during small group times and when acting as play partners including ‘what?’ ‘where?’ ‘how?’ why?’ Recognise when children are asking questions and model responses.  Confidently use language to imagine and recreate roles and experiences in play situations with others (see possible role play links for spring term).  Begin to draw on newly learnt vocabulary from books and lived experiences. (see key texts)  Use vocabulary influenced by storytelling and books to retell stories, build imaginative play and begin to make up their own stories using puppets, mark making resources and props.  Confidently participate in Reception class circle  times. Increasingly talk will be in an organised manner. Children can use talk to sequence past events using conjunctions to link statements.  Children can express feelings coherently and clearly, offer explanations about why things happen and express ideas and opinions in a range of situations.  Begin to hear and use a wider range of conjunctions that they hear in stories and through adult modelling e.g. so, then, while, when, who.  Adults extend upon previously taught vocabulary using new words in meaningful contexts linked to theme ‘Creatures’ and ‘spring time’, through planned stories.  Extend vocabulary by animals from the wider world and their babies. Explore grouping by naming animalia such as different kinds of birds, mammals, fish, reptiles. Use recently introduced vocabulary with confidence while playing and exploring  Confidently use the prepositions they have learnt in their communication.  PWP (See PWP planning spring term)- Develop understanding of what has been read to them through PWP. Using a range of props puppets and storytelling resources to develop understanding of stories. Build upon knowledge and understanding of story-telling language they have heard in autumn term to begin to tell stores in their own words. Learn to use ‘but’, ‘so’, ‘after that’ in storytelling contexts  Following the theme ‘Creatures’ encourage parents to send photographs of children learning at home. Children can retell past experiences with their key person and share in small groups. Use photographs to support talk about owning a pet. Begin to use pictures to orally rehearse simple recounts of experiences such as feeding the birds or a visit to the wetlands Centre for example.  Follow instructions to achieve a goal when engaging in new experiences such as looking after a pet. environment. Introducing new vocabulary based on ‘creatures’ and in the spring time.  Revisit exploring outdoors in nature as winter turns into spring support children to comment in more detail on the changes that are happening drawing on previous experiences and by asking questions to find out more.  Broaden vocabulary using fiction and non-fiction books linked to the theme ‘Creatures’ and ‘Spring time. Extend vocabulary through sharing books and rhymes. Adults model prosodic reading when sharing books.  Broaden vocabulary through role play. Name pets, and objects that a pet or vet might use. Name vets tools and use words re-enact a visit to the animal hospital. Name objects we might find at home during winter/spring festivals. | **SUMMER**  Listening and Attention:  Consistently apply good listening behaviours to a small group times, whole class times and gradually whole school times such as assembly time.  Recall stories that they know well, and continue to build their repertoire. Retell stories in the correct sequence and draw on language of stories that they have heard. Use their influence of predictable patterns that they have heard in stories, repeating refrains, characters and settings to create their own stories. Their creations will reflect what they have heard.  Take part in whole class times and sometimes join the whole school assembly times throughout the Reception routine  Talk with key person and some other children about new learning linked to theme out and about in the environment, summer time. Link discussion to experiences and begin to talk about potential adventures linked to new knowledge from books and internet for example visits to space, the arctic or fantasy worlds.  Understanding  Children demonstrate their understanding of a range of questions including ‘who’ where, why, what and how?’ when playing and exploring, and taking part in circle times or group discussions.  Listen to others in small groups and increasingly in larger group times and show understanding by responding to what others say in discussion about themselves and their own experiences of being out and about in the environment and during the summer time. Engage in discussion about past, present and future events for themselves and people they know. Children learn to understand what will happen in the future as them engage in transition activities.  Listen to familiar and new stories that do now always have pictures to support. Talk about what they have heard.  Follow instructions as they explore their new Year One learning environment. Introducing new vocabulary based on ‘Out and About in the Environment’ and ‘Summer Time’.  Speaking  During conversations and discussions, use talk to organise, sequence and clarify thinking, ideas, feelings and events. Listen and comment on what others say sticking to same theme or intention.  Children and adults ask and respond to questions in a range of situations. Children think of questions to ask to find out more about transition into Year 1.  Use language to imagine and recreate roles and experiences in play situations with others.  Confidently draw on newly learnt vocabulary from books and experiences as they play. Retell stories in their own words and make up stories drawing on language patterns influenced by books.  Begin to participate in talk times in wider contexts as children become involved in the wider school  Situations, and as they explore the transition into year 1.  Use a wider range of conjunctions that they hear in stories and through adult modelling e.g. so, then, while, when, who.  Adults extend upon previously taught vocabulary using new words in meaningful contexts linked to theme ‘Creatures’ and ‘spring time’, through planned stories. Extend vocabulary by naming a wider range of modes of transport and describing how they travel such as float, fly, glide, drive. . Explore grouping by naming modes of transport such as motor vehicles, farm vehicles, aviation, rail vehicles, electric vehicles, watercraft. Broaden vocabulary by naming parts of different modes of transport. Use recently introduced vocabulary with confidence while playing and exploring  Name places to visit on holiday, and vocabulary associated with global travel and travel destinations.  PWP (See PWP planning spring term)- Develop understanding of what has been read to them through PWP. Using a range of props puppets and storytelling resources to develop understanding of stories. Build upon knowledge and understanding of story-telling language they have heard in autumn and spring term to re-tell stores or recount events in their own words.  Following the theme ‘Out and About in the Environment’ encourage parents to send photographs of children learning at home. Children can retell past experiences with their key person and share in small groups. Use photographs to support talk about making a journey, having a holiday or visiting a special place. Use pictures to orally rehearse simple recounts of experiences at school, such as a visit to the park or a visit to their new Year 1 class.  Follow instructions in new social situations and environments such as on a visit or when making transition into Year One. Introducing new vocabulary based on ‘out and about in the environment and in the summer time.  Revisit exploring outdoors in nature as spring turns into summer support children to comment in more detail on the changes that are happening and by asking questions to find out more  Broaden vocabulary using fiction and non-fiction books linked to the theme ‘Out and About in the Environment’ and ‘Summer time. Extend vocabulary through sharing books and rhymes. Adults model prosodic reading when sharing books.  Broaden vocabulary through role play. Name objects and items that they might see at an airport, a seaside shop or when exploring their new class at school. use words to re-enact a visit to the airport, seaside, new class at school. Name objects we might find at home during spring /summer festivals. |
| **As children begin learning about phonics through Little Wandle Letters and Sounds Aspects of Phase One Phonics will continue to be revisited** | **Continued links with Phase One Phonics**-  Aspect 4 : Rhythm and Rhyme Revisiting rhymes taught in Nursery and broadening repertoire. See rhymes and poems for autumn term.  Playing with words that rhyme and creating a rhyming string.  Aspect 5 Alliteration Continue to explore the first sounds in words as they acquire new vocabulary. Recognise the words that have the same initial sounds and play around with alliteration as they create new sounds. Aspect 6 : Voice Sounds  Begin to explore the range of voices that they can create in response to characters in books as they learn to retell stories. Beginning to explore prosody.  **Aspect 7 Oral Blending and segmenting**- Children will continue to practise the skills of oral blending and segmenting as they learn to blend to read and segment to spell. | **Continued links with Phase One Phonics**-  Aspect 4 : Rhythm and Rhyme Revisiting rhymes taught in autumn term and broadening repertoire. See rhymes and poems for spring term.  Playing with words that rhyme and matching rhyming pairs.  Aspect 5 Alliteration Continue to explore the first sounds in words as they acquire new vocabulary. Recognise the words that have the same initial sounds and play around with alliteration as they create new sounds.  Aspect 6 : Voice Sounds  Begin to explore the range of voices that they can create as they begin to read simple books. Little Wandle beginning to read with expression (prosody)  **Aspect 7 Oral Blending and segmenting**- Children will continue to practise the skills of oral blending and segmenting as they learn to blend to read and segment to spell. | **Continued links with Phase One Phonics**-  Aspect 4 : Rhythm and Rhyme Revisiting rhymes taught in spring term and broadening repertoire. See rhymes and poems for summer term.  Aspect 5 Alliteration Continue to explore the first sounds in words as they acquire new vocabulary. Recognise the words that have the same initial sounds and play around with alliteration as they create new sounds.  Aspect 6 : Voice Sounds  Practice skill of using voice creatively when reading simple books for themselves.  **Aspect 7 Oral Blending and segmenting**- Children will continue to practise the skills of oral blending and segmenting as they learn to blend to read and segment to spell. |
| **Year 1 ready:**  **ELGs**  **By the end of the EYFS at our school we aim for children to have achieved the ELGs and to have a Good Level of Development.** | **Listening, Attention and Understanding ELG**  Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions  Make comments about what they have heard and ask questions to clarify their understanding  Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. | **Speaking ELG**  Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate  Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making | Year 1 Ready – Birtley East Primary School Aims  Children can listen attentively and respond appropriately in a range of situations: class, talking with peers, talking with adults, and beginning to attend during assemblies  Children are inquisitive, confident speakers, who ask questions, express ideas, give opinions, hold conversations with peers and adults.  Children use talk confidently for a range of different purposes: explanations, understanding, describing, socially, creatively, negotiating, problem solving  Children have had a wide range of experiences and are learning to use a wider range of vocabulary confidently and correctly, building a repertoire of words.  Children who can talk in well-formed grammatically correct sentences.  Children who can express their feelings coherently and confidently.  Children who can understand and use prepositions in their speech.  Continued identification of need has continued and interventions are shared with Year 1 teacher as part of the transition process. |

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| **Physical Development (Statutory Framework for the Early Years Foundation Stage: Educational Programmes)**  Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives7. 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. | | | | |
| **Physical Development** | **Autumn Term : It’s Autumn Time!/All About Me**  (Starting Nursery, Finding out about ourselves and our feelings, keeping healthy and safe through routines, families and making friends, autumn festivals, dark and light, changes in the environment in Autumn) | **Spring Term : It’s Spring Time!/Creatures**  (Garden Birds, Creatures in the garden, Pets, World Animals, other creatures such as story animals, Dinosaurs, fantasy animals etc) | | **Summer Term : It’s Summer Time!**  **Out and About in the Environment**  (Local Area, trips out with school and with our families, maps holidays, adventures further afield, adventures to fantasy places, moving on to Year One) |
| As a Prime Area of Learning PD underpins all specific subject areas and National Curriculum subjects. It has strong links with:  EYFS  Characteristics of Effective Learning  Specific Area EYFS Literacy (Writing)  Expressive Arts and Design (creating with materials)  **National Curriculum**  **PSHE**  **English (Writing)**  **P.E.** | Range 6 (Birth to 5 Matters Learning and Development). | | | |
| **Moving and Handling**  Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping  Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk  Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance  Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles Travels with confidence and skill around, under, over and through balancing and climbing equipment  Shows increasing control over an object in pushing, patting, throwing, catching or kicking it  Uses simple tools to effect changes to materials  Handles tools, objects, construction and malleable materials safely and with increasing control and intention  Shows a preference for a dominant hand  Begins to use anticlockwise movement and retrace vertical lines  Begins to form recognisable letters independently  Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed | | **Health and Self-Care**  Eats a healthy range of foodstuffs and understands need for variety in food  Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures  Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad  Can initiate and describe playful actions or movements for other children to mirror and follow  Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important Usually dry and clean during the day  Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health  Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others  Shows understanding of how to transport and store equipment safely Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience | |
|  | **AUTUMN**  Moving and Handling  Continuous  **Learning Environment and Daily Routine (also refer to continuous provision plan)**  Daily routine in Reception enables children access to learning both indoors and outdoors supporting development of gross and fine motor skills.  Layout of indoor and outdoor environment is planned to encourage spontaneous movement, encourage climbing and moving in different ways to negotiate and access spaces.  **Active Learning:** Children are encouraged to engage in active learning using a range of large and small-scale resources.  **Building and balancing** using large and small- scale construction resources indoors and outdoors are part of continuous provision. Outdoor learning spaces include opportunities for children to use their bodies to balance and travel in a range of ways including across a range of equipment.  Demonstrate some control when balancing.  **Developing Hand Eye Co-ordination**  Provide a range of activities and everyday tasks to engage in activities that require hand eye co-ordination, including managing fastenings for dressing for outdoor play and P.E. A small movement area such as a tinker table, manipulating ICT equipment and using tools in a range of areas  **Malleable Materials** Both classes have a dedicated area for using malleable materials as part of continuous provision. Tools used in Reception show progression in skill.  **Developing increasing control when throwing catching and retrieving**  A range of large and small resources are available as part of continuous provision to enable development of throwing and catching skills.  **Using bikes**  Daily opportunities to develop control and co-ordination when using bikes. As children develop confidence they will progress form using balance bikes to pedal bikes  **Reception Hall Time Sessions**  Autumn 1- Body movements- what our bodies do.  Experiment different ways of moving and change pace in movement. Learn to test out ideas and adapt movements to reduce risk.  Vocabulary-running, jumping, dancing, hopping, skipping, climbing  Jumping off an object and landing appropriately using hands, arms and body to stabilise and body to stabilise and balance Group performance  Autumn 2- Throwing and Catching  Learn different ways to make objects travel. Explore moving objects by throwing, kicking, rolling, sliding Catching objects or controlling their stop. Aim objects at a target e.g. throwing, kicking at a target Team Games  Observe and talk about how our bodies feel and change after exercise. Name and identify parts of the body  **Outdoor Play** : getting to know resources  Use a range of equipment available in the continuous provision with confidence and remembering what we have learned about transporting and storing equipment safely.  Work towards confidence when using equipment – balls, space hopper, bikes, scooters, ribbons etc  There are continued opportunities for development with fine motor activities through threading, cutting, weaving, playdough. Over the year level of difficulty will change although children’s abilities will vary and they may achieve at different rates. An example of progression maybe starting to build things with smaller linking blocks, such as unifix, mobilo or Lego by spring term and  simple sewing activities in summer term.  As children enter their new Reception class they explore the one-handed tools and fine motor resources available such as craft and dough tools, construction and malleable materials.  Cutting is more controlled and planned than just snipping.  Develop muscle tone to put more pencil pressure on paper so that they can form recognisable letters  Use a paintbrush to make controlled shapes.  **Letter Formation:**  As children enter their new Reception class they explore the mark making resources available. R-establish formation of anticlockwise movements and retracing verticle lines and copying simple shapes.  As children demonstrate readiness encourage formation of letters that are important to them. Follow teaching of letter formation as outlined in Little Wandle letters and sounds phonics scheme Autumn Term – All Phase 2 Graphemes and letter formation phrases taught  Health and Self-Care  Continuous  A focus on developing independent health and self-care skills continues across the EYFS. Encouraging independence in manging own needs with regard to health hygiene and managing personal needs such as dressing and undressing are encouraged throughout the daily routine and is supported with visual cue cards. A self- service snack table enables children to embed healthy eating and drinking practices that are modelled at small group snack time. During snack times new healthy snacks are introduced as an ongoing practice to introduce children to new tastes and textures alongside talk about the impact of healthy eating on our bodies. Fresh water and milk are available throughout the day. The learning environment is set out to encourage children to self -regulate their action when transporting and using tools and adults support children to assess risks through interactions as they play. Message board and home school links are ongoing with regard to supporting children to learn about health and self-care).  **Managing Needs**  As children start Reception their emotional needs are supported by their new key person. Children will learn to separate from main carer after the holidays  Become confident to manage needs in their new learning spaces Learn about routines that keep us healthy  They are beginning to use a knife and fork to cut food with some support from an adult.  Keeping clean: Using the toilet independently,  Learning about the link between germs and washing  Dental Hygiene- Revisit keeping our teeth clean  Mental Health- Well-being and involvement settling into new reception class  Appropriate clothes-dressing for dark nights.  **Managing Health and Self-Care in autumn/winter**– Revisit learning about clothes we can wear to support good health and wellbeing in cold temperatures. Revisit assessing risks when playing outdoors in icy, snowy and cold weathers.    **Risk Assessment** Exploring the risks within our new learning environment. Teach children how to use resources play areas and tools with care and control and talk about how we can play with resources safely.  **Using stories:** Key stories are part of the provision and use at story time sessions that generate discussion about healthy and why they are important. Books provide opportunities to talk about general health and the link between germs and good hygiene. Learning about ways to stop the spread of germs.    **Routines in Reception** –Introduce new routines in Reception and begin to learn about a new timetable.  **Routines- Keeping clean:** Learn about routines that keep us healthy and clean and focus on how we can prevent germs spreading. As children engage in learning around the theme ‘All About Me’ encourage children to use stories to learn about good practices with regard to routines such as dental hygiene, bath time, bedtime routines. using the toilet, germs and hand washing and why they are important. Explore what we can do to contribute to our own health. People who help us information books (doctor, dentist).  **Dental Hygiene** Revisit tooth brushing routines and why it is important to brush our teeth. Find out about other ways that we can take control of our own dental hygiene. Sort and select foods that are not good for our teeth and say why.  **Healthy Eating and Our Bodies** Children know about some foods that are healthy choices for us to eat. Learn and explore about different foods that we need to eat to stay well. Children to try new fruit and vegetables at snack time.  **Role Play** Encourage children to demonstrate their knowledge and understanding of health and self- care practices through role play based upon people who help us such as dentist, doctor, baby clinic.  **Emotion health and well-being**- All about me books to explore children’s interests and needs as they start their new Reception class– discussion about feelings, anxieties, feeling of hungriness etc. Revisit the Colour Monster to recall words we can use to describe our feelings and know where the calm spaces are in our learning environment. | **SPRING**  Moving and Handling  Make outdoor dens and garden buildings with large construction with increasing control. They manage larger resources with increasing independence. Children know about the tools they can use and pay attention to safety as they play.  Children use tools they were taught to use in Nursery- When exploring the theme creatures use the different tools with independence and control. Select and use the garden tools they need for a purpose and know how they are to be used safely.  Linked Jigsaw Theme - Healthy Me  -Exercising my body  -Physical activity and safety  **Reception Hall Time Sessions**  Spring 1-Body movements Gymnastics :  Travel over obstacles and large equipment with confidence and in safety. Negotiate space and obstacles, assessing risk and limitations.  Use of apparatus and jumping off objects and landing appropriately.  Children can move about safely and with good spatial awareness adjusting speed and direction.  Work cooperatively to create their own large structures  Spring 2 Dance  Continue to experiment with different ways of moving. Move in response to sound and music.  Using different types of music to express feelings. Children use what they learnt in the autumn term about our bodies to build imaginative performance.  Follow a sequence of movements.  Learn to test out ideas and adapt movements to reduce risk.  Observe and talk about how our bodies feel and change after exercise- why does this happen?  **Outdoor Play Practising skills**  Use equipment in provision to build upon throwing and catching skills.  Explore ways to move reflecting on vocabulary covered in autumn term.  Practise skill of jumping and landing through outdoor play.  As children become familiar with tools in the continuous provision their skills develop. Their use of tools is with increasing control and they are used safely.  Children are beginning to show precision with cutting for example beginning to cut along a line or successfully cutting a larger piece of paper.  Children can hold paper in place and are putting more pencil pressure on paper. They are beginning to confidently form recognisable letters  Use a paintbrush to make controlled shapes and create recognisable pictures.  **Letter Formation:**  As children demonstrate readiness encourage formation of letters that are important to them. Follow teaching of letter formation as outlined in letters and sounds phonics scheme. Spring Term – Practise all Phase 2 Graphemes and letter formation phrases as they learn to write digraphs and trigraphs in Phase 3.  Health and Self-Care  **Managing Needs**  As children settle into Reception. They can confidently and independently leave their main carer.  They to show skill in dressing for outdoor play, putting on managing zips, making sure clothing is the correct way around prior to dressing and learning to manage buttons.  They can use a knife and fork to cut food.  Learn about routines that keep us healthy  Healthy eating: Links to dental health and physical health. Learn about the 5 a day fruit and vegetables aim.  Mental Health- how animals can help with mental health  Appropriate clothes- dressing for winter  Keeping safe online People who help to keep me safe  **Managing Health and Self-Care in winter/spring**– Revisit learning about clothes we can wear to support good health and wellbeing in cold temperatures. Revisit assessing risks when playing outdoors in icy, snowy and cold weathers.  **Risk Assessment** Children put into practice risk assessments and measures that they identified in the autumn term of Reception class. Children are observed to use tools safely with reducing adult support.  **Using stories:** Key stories are part of the provision and use at story time sessions that generate discussion about healthy routines around healthy eating. Books provide opportunities to talk about foods that are healthy choices and the need for a healthy range of foods in our diet. Learning to make some tasty recipes using healthy food choices.  **Routines in Reception**–Children enjoy the daily routine and are familiar with the visual time table. They are beginning to explore wider school routines.  **Routines Keeping clean:** Revisit what we learn about germs in autumn term and reflect on why it is important to wash in our hands after handling animals and after working in the garden.  **Emotion health and well-being**- Continue to use words to talk about our emotions. Embed zones of regulation as part of Reception practice more to support children to talk about and manage their emotions.  **Role Play** Encourage children to demonstrate their knowledge and understanding of the impact of pets on our emotional well-being.  **Jigsaw- Dreams and Goals**  **-Jobs- looking after animals**  **Jigsaw- Healthy Me**  **-Keeping our bodies healthy** | | **SUMMER**  Moving and Handling  **Reception Hall Time Sessions**  Summer term :TeamGames  Team building games – applying previously taught skills in Autumn and Spring  Marking out spaces where team games can be played.  Show awareness of space when playing team games with other children avoiding moving obstacles. Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction.  Recognise that team games have rules and follow them as they play.  Summer 2- Target practise  Learn different ways to make objects travel towards a target. Catch, kick, throw, and pass a ball building on skills taught in autumn term.  Hit a target with increasing accuracy and precision.  Plan activities where children can practise balancing, target throwing, rolling, kicking and catching  Taking part in Sport’s Day with Year 1 as part of transition  Games  Observe and talk about how our bodies feel and change after exercise. Why is exercise important for our bodies?  Children are confident to select and use tools available with control and intent. They use tools safely and can explain to others why tools need to be used with care.  Children can cut with control and intent, sometimes following a line.  **Letter Formation:**  As children demonstrate readiness encourage formation of letters that are important to them. Follow teaching of letter formation as outlined in letters and sounds phonics scheme.  Summer Term – Practise all Phase 2 Graphemes and letter formation phrases as they learn to write words in Phase 4.  Health and Self-Care  **Managing Needs**  Children begin to make visits to their new Year 1 class and learn to leave their Reception key person.  They are independent with dressing and undressing for P.E and outdoor play and can organise their own clothes at changing times. They learn where they might put their belongings in their new Year 1class  They can independently make choices about food and can manage their own plates and cutlery at dinner times.  Learn about routines that keep us healthy  Keeping active – healthy exercise routines  Appropriate clothes- dressing for summer, sun safety, water safety.  Mental Health- Well- being and involvement induction into Year 1.  Keeping safe on the roads -Keeping safe when we are having adventures in the summer time. Learn how to be a safe pedestrian.  **Managing Health and Self-Care in spring/summer**– Revisit clothes we can wear to support good health and wellbeing in hotter temperatures. Know how the clothes we wear can protect our skin or keep us cool. Exploring risks when playing outdoors in sun and know that we need to drink more water in the hotter periods.  **Risk Assessment** Children can identify risks as they play indoors and outdoors. They can change their behaviour to keep safe when exploring the wider school areas during transition. Encourage children to assess risks of being outside in hot weather. Encourage children to access drinking water, recognise when they need to seek out shade and recognise other ways they can stay safe.  **Using stories:** Key stories are part of the provision and use at story time sessions that generate discussion about keeping safe outdoors in the summer time such as protecting our skin, keeping hydrated, keeping cool. Children will learn why these measures are important for our health and are beginning to put actions in place independently.  Revisit stories that support learning about good practices with regard to germs, hand washing after exploring in the garden, sun safety in the hot weather.  **Routines at Reception**–Children are confident at following the Reception routine and begin to learn about a new routine that they will learn in reception class.  **Role Play** Encourage children to demonstrate their knowledge and understanding of safety when out and about through police role play, road safety roles.  **Keeping Safe Sun Safety-** Revisit keeping safe and healthy in the sun. Remember the slip, slop, slap message and explore ways that we can protect our skin in the sunny weather  **Keeping Safe -Respecting Privacy**  **NSPCC Pantosaurus-** Revisitlearningthat our bodies belong to us and that we can expect others to respect our privacy to begin to learn that we can tell a trusted adult if they are worried or upset about anything**.**  **Mental Health**- Learn to recognise ways that we can support our own mental well-being including learning outside in nature.  **Road safety -**Explore road safety when exploring outdoors and as part of out of school visits and walks in the local area. Put into practice what we know about the stop, look, listen, think message.  **Healthy Eating**  Exploring eating cold foods and drinking lots of water to keep us cool and hydrated in summer.  Engage children in cooking, baking and packed lunch making activities that introduce fruit and vegetables into diet e.g. salads. Fruit smoothies, ice lollies. Explore why it is important to eat a range of foodstuffs.  **Emotion health and well-being**-Confidently use a range of words to talk about emotions. Use zones of regulations more readily to talk about and manage emotions as they engage in transition activities.  **Jigsaw- Relationships**  **-Family life**  **Jigsaw- Changing Me**  **-Bodies**  **-Respecting my body** |
| **Year 1 ready:**  **ELGs**  **By the end of the EYFS at our school we aim for children to have achieved the ELGs and to have a Good Level of Development.** | **Gross Motor Skills ELG**  Negotiate space and obstacles safely, with consideration for themselves and others  Demonstrate strength, balance and coordination when playing  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | **Fine Motor Skills ELG**  Hold a pencil effectively in preparation for fluent writing -using the tripod grip in almost all cases  Use a range of small tools, including scissors, paint brushes and cutlery  Begin to show accuracy and care when drawing. | | Year 1 Ready – Birtley East Primary School Aims  Children who are showing increased co-ordination, strength, agility, balance and strength.  Children who are confident to use apparatus, can catch and thrown a ball, hit a target and pedal a trike  Children who can move in time to music and copy a sequence.  Children who are confident with fundamental movement of walking, skipping, rolling, crawling, jumping, hopping, climbing  Children who can hold a pencil correctly and effectively – mostly correct letter formation holding paper in position, beginning to write on lines and beginning to control letter size  Children who can use a knife and fork effectively to eat.  Children who can copy simple shapes |

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| **Literacy (Statutory Framework for the Early Years Foundation Stage: Educational Programmes)**  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). | | | | | | | |
| **Literacy** | **Autumn Term : It’s Autumn Time!/All About Me**  (Starting Nursery, Finding out about ourselves and our feelings, keeping healthy and safe through routines, families and making friends, autumn festivals, dark and light, changes in the environment in Autumn ) | | **Spring Term : It’s Spring Time!/Creatures**  (Garden Birds, Creatures in the garden, Pets, World Animals, other creatures such as story animals, Dinosaurs, fantasy animals etc) | | | **Summer Term : It’s Summer Time!**  **Out and About in the Environment**  (Local Area, trips out with school and with our families, maps holidays, adventures further afield, adventures to fantasy places, moving on to Year 1) | |
| **Literacy is a specific area of learning. It has strong links with**  EYFS Characteristics of Effective Learning  **National Curriculum**  **English**  **Computing**  Phonics curriculum  Our school uses Little Wandle as part of our phonics curriculum. In Nursery we introduce the aspects of Phase One phonics and over the course of the year introduce children to Foundations in phonics. | Range 6 (Birth to 5 Matters Learning and Development). | | | | | | |
| **Reading**  Enjoys an increasing range of print and digital books, both fiction and non-fiction  Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading  Describes main story settings, events and principal characters in increasing detail  Re-enacts and reinvents stories they have heard in their play  Knows that information can be retrieved from books, computers and mobile digital devices  Is able to recall and discuss stories or information that has been read to them, or they have read themselves  Begins to recognise some written names of peers, siblings or “Mummy”/”Daddy” for example  Begins to develop phonological and phonemic awareness - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them - Starts to link sounds to letters, naming and sounding the letters of the alphabet - Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences  Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text  Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc. | | | | Writing  Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats  Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology  Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together  Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name  Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences | | |
|  | **AUTUMN**  Reading  Continuous  **Daily phonics with a focus on decoding to read**-Every child will engage in daily phonics teaching. Teaching will respond to the skills children need to develop in order to decode words. Our school follows the Little Wandle Letters and Sounds teaching sequence.  **Ongoing reading opportunities** in the learning environment-Reading own name, important words to the children, labels and captions in the setting and display of tricky words in Reception class.  **Print around the home and Reception Class-** labels, simple instructions that are decodable, signs and captions. Print from popular culture.  **Left to right orientation-** Following order of the visual time table, modelling reading at message board time and through shared and guided reading using books, adults model tracking text when sharing stories through play.  **Play word games** based on reading sequence in Little Wandle Letters and Sounds, topic words and high frequency words, using phoneme frames  **Oral blending and segmenting** will continue through incidental opportunities and in some in everyday phonics sessions – build on children’s individual level of development  **Display-** Each class has an interactive Little Wandle phonics display as part of continuous provision, display print and key words as children learn them over the year  **Message Board-** Adults use daily message board times to model reading caption and messages. Model decoding words and pointing out high frequency words that children encounter. Build upon the high frequency words children learn by sight through daily exposure to message board  **Developing a love of reading**  Use the reading area and look at books linked to interests and themes with a purpose, independently  Take part in 1:1 reading, sharing books in cosy areas. In school weekly library, visits to/from Birtley Library.  **Using books**: Model reading information books, story books and rhymes based on ourselves and being out and about in the autumn/winter to the children. Encourage children to look for letters and words they know.  **Words I see all around me**-Begin to read print in our environment. Include examples of logos from popular culture and familiar logos within the local community.  **Words that are important to me**- Learning how to read their name and their friends’, families’ and pets names.  **Reading for Meaning-** Adults model reading print in the environment. Children read decodable instructions based on understanding of what children know and understand about letters and sounds. Increase the reading opportunities such as labels and signs for children to read based upon that they have learnt during phonics times.  **Model how to use information books-** Adults **m**odel using books and the internet to find out more about theme ‘All About Me’– time lapse videos, Non-fiction books about types of animals. Children begin to learn how to read non-fiction books during Little Wandle Reading sessions. Recall and discuss information that has been read to them.  **Individual readers/Reading at home-**  Children are allocated an individual reader that links with their phonic knowledge (Big Cat Collins). This is assessed as an ongoing process as children are taught through the phonics programme Little Wandle Letters and Sounds, and is shared between home and school. As children progress in phonics and reading skill they will progress onto more challenging texts.  **Word Reading**  Hearing and saying the initial sound in words.  Use phonic knowledge to read regular words. Segment the sounds in simple CVC words and blend them together introducing Little Wandle Phase 2 sets autumn 1 and 2. Initially supported by an adult.  Begin to link sounds and names to letters.  **Reading Tricky Words** Tricky words linked to phonics scheme (letters and sounds Autumn 1 and 2)  Read decodable words linked to phonics scheme. (letters and sounds Autumn 1 and 2)  Begin to use picture books to support communication and language. Read books linked to phase 2 phonics -Little Wandle.  **Word banks -**Introduce word banks to support an increasing range of words that children can learn to read from sight. Include words that are important to them and words that link to theme ‘All About Me /autumn/Winter’  **Comprehension**  **Daily story-telling and story sharing.** Daily routine enables children and adults to read for pleasure-see PWP planning for Reception story sacks, stones, props, boards, maps  Primary Writing Project – exploring story settings, events and principal characters, exploring Using language Once upon a time ‘first’, ‘then’, ‘finally’,’…..happily ever after’ , but, so  **Maintaining a literacy rich environment**  Increasing range of print and digital books, both fiction and non-fiction to improve vocabulary acquisition and promote love of reading Non-fiction books accessible in learning environment that match learning interests  Listen to and discuss stories that children have chosen to share.  Begin to make a story using a wordless book and images only.  Engage in storytelling showing awareness of the way stories are structured, and to talk about events and principal characters  Suggests how the story might end  Talk about illustrations and words in print and digital books.  Learn how to handle touch screen technology and books carefully turning the pages one at a time.  **Writing**  Continuous  **Daily phonics** with a focus on segmenting to spell-Every child will engage in daily phonics group play. Teaching will respond to the skills children need to develop in order to decode and segment words. Little Wandle Letters and Sounds teaching sequence.  **Writing for real purposes**-Child initiated writing for a purpose in all classroom areas and outdoors. Making labels and captions for models, pictures and play products as ongoing expectation.  **Print around the home and learning environment**- labels, simple instructions that re decodable, signs and captions. Print from popular culture. Encourage recognition of meaningful print.  **Left to right orientation**-Modelling composition and transcription at message board time and when playing with the children. Adults model oral rehearsal and left to write right orientation.  **Writing through play**- Mark making resources available across the learning environment both indoors and outdoors.  **Oral blending in everyday phonics sessions** – build on children’s individual level of development  **Display**- Children’s mark making is valued through ongoing celebration of mark making. Children’s mark making is used purposefully. **Message Board-** Adults use daily message board times to model writing captions and messages. Model segmenting to spell and spelling tricky words. Model oral rehearsal of sentences prior to writing.  **Word banks –** introducing new vocabulary with a new text. Increase recall of vocabulary. PWP-Develop orally rehearsing of PWP stories. Learn about story telling vocabulary, story structures, character, plot and setting through daily PWP play.  **Letter formation**-Refer to Little Wandle Letters and Sounds progression when teaching letter formation. Adults support correct letter formation daily through play when children are ready to make letter shapes and later  **Foundations for Writing**  They are using a more comfortable tripod grip when using mark making tools.  Develop pencil control to form letters in their name and those taught during Little Wandle Reception Autumn 1 and 2 with increasing accuracy  Make letters and marks from left to right  **Linking sounds and letters to writing** (Little Wandle Reception Autumn 1 and 2)  Hear and write initial sounds in words  Begin write cvc words as their phonological awareness develops  Use their developing phonic knowledge to write things such as labels  Begin to write simple captions to match pictures  Write CVC words linked to match phonemes taught through Little Wandle Autumn Term.  **Give Meaning to marks**  As children enter their new Reception class they explore the mark making resources available  Use their knowledge of graphemes as they write through play.  Make a series of shapes that run from left to right and track their ‘writing’ as they talk about what it ‘says’  Write own name on labels and pictures using letter shapes that include using anticlockwise movements and re-tracing of verticle lines  As children demonstrate readiness encourage formation of letters that are important to them. Follow teaching of letter formation as outlined in Little Wandle letters and sounds phonics scheme Autumn Term – All Phase 2 Graphemes and letter formation phrases taught  **Writing for meaning**  Ascribe meanings to marks they see and the marks they make  Talk about what their writing ‘says’  Orally rehearse a sentence before they write  Write names of family members  Words, labels and captions,  Attempt to make a simple sentence.  Write captions and begin read them  **Vocabulary** – Create key word banks for ‘all about me’ theme- example vocabulary children can see and use in their writing may include naming body parts, feelings, family, movements I can make, senses.  Out and about in the winter-example vocabulary may include weather, clothing, winter activities, arctic animals.  New vocabulary linked to festivals. | | **SPRING**  Reading  (A literacy rich continuous provision, daily routine and well-planned learning environment that encourage vocabulary acquisition, reflects the PWP approach to teaching early reading and writing skills enable children to read and write for meaning through playful and meaningful experiences)  **Developing a love of reading**  Use the reading area and look at books linked to interests and themes with a purpose, independently. Begin to read books using decoding skills independently.  Take part in sharing books in cosy areas.  In school weekly library visits. Visit to/from Birtley Library Engage with KS2 reading buddies. Enjoy a shared read with our school dog Vier.  **Using books**: Model reading information books, story books and rhymes based on creatures and being out and about in the winter/spring with children as they play. Encourage children to look for letters and words they know. Begin to read simple sentences in books they choose.  **Words I see all around me**-Tune into print in books. Children notice words that they know in the books that they read. They can read some tricky words and read decodable words. They build up words that they can read through thematic vocabulary linked to the theme ‘creatures’ on display and reading words that they have learnt through Little Wandle sessions.  **Use information books-** Children use books and the internet to find out more about creatures– time lapse videos, Non-fiction books about types of animals. Recall and discuss information that has been read to them and begin to read independently.  **Word Reading**  Use developing phonic knowledge to read simple phonetically decodable words and begin to read simple sentences.  Segment the sounds in simple words and blend them together. Little Wandle introducing Phase 2 sets Spring 1 and 2.  Link sounds to some digraphs (see Little Wandle Reception overview spring term).  **Reading Tricky Words** Tricky words linked to phonics scheme (letters and sounds Spring 1 and 2)  Read decodable words linked to phonics scheme (letters and sounds Sping 1 and 2)  Begin to read books linked to phase 3 phonics -Little Wandle.  Begin to read back words that they have written such as PDR planning, diary entries, sentences and stories  **Word banks** -Introduce word banks to support an increasing range of words that children can learn to read from sight. Include words that are important to them and words that link to theme ‘Creatures/ Winter/spring’  **Comprehension**  Listen to and discuss stories that children have chosen to share, demonstrating understanding when talking with others about stories that they have heard.  Extend the range of stories with which they are familiar.  Enjoy and recall a range of stories including traditional tales and fairy tales.  Retell stories they know using puppets and props begin to use some storytelling language that they have heard.  Handle books carefully and with respect.  **Writing**  **Handwriting**  Hold a pencil effectively in preparation for fluent writing -using the tripod grip in almost all cases  Develop pencil control to form letters taught during Little Wandle Reception spring 1 and 2 with increasing accuracy  Write letters and words from left to right  **Linking sounds and letters to writing**  (Little Wandle Reception spring 1 and 2)  Hear and write initials, final and midlle sounds in words  Write cvc words with confidence as their phonological awareness develops  Use their developing phonic knowledge to write things such as labels and captions. Use phonic knowledge to write words in ways which match spoken sound.  Begin to write a simple sentence to match a picture  Write words and sentences linked to Little Wandle progression in phonics.  Begin to incorporate some digraphs in their writing  **Writing for meaning**  Ascribe meaning to the marks they make.  Begin to read back what they have written.  Break the flow of speechinto words as they rheearse a sentence to write.  Write names of friends and pets.  Write a simple sentence to match a picture.  **Vocabulary–** Create key word banks for ‘creatures’ theme- example vocabulary children can see and use in their writing may includenaming animals and their features. Extend vocabulary to talk about patterns, size features and habitats.  Out and about in the spring-example vocabulary might include weather, spring growth, animals and their babies, life cycles, naming birds  New vocabulary linked to festivals and cultural diversity within the cohort.  **Punctuation**  Adults model and introduce children to capital letters and full stops.  Be introduced to gaps between their words as they begin to write simple sentences. | | | **SUMMER**  Reading  **Independent Reading**  Use reading area to purposefully select and read books for their own pleasure.  Begin to take part in guided reading.  Take part in sharing books in cosy areas.  In school weekly library visits. Visit to/from Birtley Library. Engage with KS2 reading buddies.  Enjoy a shared read with our school dog Vier.  **Using books**: Model reading information books, story books and rhymes based on growing and being out and about in the spring/summer, holidays and the local area  Encourage children to look for letters and words they know. Begin to read simple sentences in books they choose.  **Words I see all around me**-Tune into print in books. Children notice words that they know in the books that they read. They can read some tricky words and read decodable words. They build up words that they can read through thematic vocabulary linked to the theme ‘out and about in the environment’ on display and reading words that they have learnt through Little Wandle sessions. Tune into print in their new learning environment through transition. Recognise displays of print that are similar to that in Reception class.  .  **Use information books-** Children use books and the internet to find out more about growing and being out and about in the spring/summer, holidays and the local area. Recall and discuss information that has been read to them and begin to read independently  **Word Reading**  Use developing knowledge to read simple phonetically decodable words and read simple sentences in books and in the environment.  Segment the sounds in simple words and blend them together. Little Wandle introducing Phase 2 sets Summer 1 and 2.  Link sounds to some digraphs. Read longer words including some with double letters (see Little Wandle Reception overview summer term).  **Reading Tricky Words** Tricky words linked to phonics scheme (letters and sounds Summer 1 and 2)  Read decodable words linked to phonics scheme (letters and sounds Summer 1 and 2)  Begin to read books linked to phase 4 phonics -Little Wandle.  Confidently read back words that they have written such as PDR planning, diary entries, sentences and stories  **Word banks** -Introduce word banks to support an increasing range of words that children can learn to read from sight. Include words that are important to them and words that link to theme ‘Out and About in the Environment/spring/summer’  Listen to and discuss stories that adults have chosen to read. Demonstrating understanding when talking with others about stories that they have heard.  Know the role of an illustrator and author within a story.  Further extend the range of stories with which they are familiar and that they can retell.  Retell stories they know using puppets and props, using storytelling language that they have heard. Begin to invent new stories based on their understanding of stories.  Handle books carefully and with respect.  **Writing**  **Handwriting**  Following teaching of letter formation as outlined in letters and sounds phonics scheme children use a comfortable tripod grip to hold their pencil and form most letters correctly.  Develop pencil control to form letters taught during Little Wandle Reception summer 1 and 2 with increasing accuracy  Write letters and words from left to right and begin to write on lines.  **Linking sounds and letters to writing**  (Little Wandle Reception summer 1 and 2)  Write cvc words and longer with confidence as their phonological awareness develops.  Be confident to spell some words correctly and also write words using their phonological awareness.  Words written by the child are phonetically plausible.  Write some CVCC words. Incorporate digraphs taught in spring term into independent writing.  Begin to write longer words including some that are polysyllabic, and compound words.    **Writing for meaning**  Write for a range of different purposes  Write a plan about what they will do  Write an account of what they have done  Write sentences with  To write simple stories  **Vocabulary–** Create key word banks for ‘Out and About int the Environemnt’ Example vocabulary children can see and use in their writing may include naming places and landmarks, weather, resources to take on a holiday, picnic, travel and transport.  Out and about in the summer -example vocabulary might include weather, summer growth, clothing New vocabulary linked to festivals  **Punctuation**  Children begin to use capital letters and full stops in their independent mark making.  Write simple sentences with gaps between their words . | |
| Writing for a real purpose  Possible genre | Lists, such as shopping lists or invite list  simple cards using key vocabulary to and from Wish list/letter to Santa  Begin to use imagination to write own sentences for a story  Begin to rewrite phrases and sentences from familiar fairy tales  Label parts of the body.  Begin to write a simple plan and review within PDR sessions. | | Instructions e.g for making a bird feeder,  signs and labels in the garden, information books and posters about creatures, lists.  Mother’s day cards, Easter cards, recount adventures from a trip or external visit  signs and labels for a pet shop, vets. Orders, telephone messages, lost pet posters or information posters for the zoo | | | Writing lists for holiday, picnic, shopping lists,  instructions for making a packed lunch, postcards,  information books and posters  about places to visit,  adventure stories,  maps, signs and directions,  captions for a photograph display, menus for outdoor eateries  signs and labels for travel agents,  maps of the garden,  treasure maps,  postcards,  ticket | |
| Little Wandle: Letters and Sounds Revised Teaching Sequences. | (Refer to Little Wandle Letters and Sounds Revised: Reception Overview for more detailed progression)  Phase 2 Graphemes  **Little Wandle Readers**  Foundation Phase 1  **Autumn 1:** Phase2 Set 1  **Autumn 2:** Phase 2 Set 2 | | (Refer to Little Wandle Letters and Sounds Revised: Reception Overview for more detailed progression)  Phase 3 Graphemes  **Little Wandle Readers**  **Spring 1:** Phase 3 Set 1  **Spring 2:** Phase 3 Set 2 | | | (Refer to Little Wandle Letters and Sounds Revised: Reception Overview for more detailed progression)  Phase 4 Graphemes  **Little Wandle Readers**  **Summer 1:** Phase 4 Set 1  **Summer 2:** Phase 4 Set 2 | |
| **As children begin learning about phonics through Little Wandle Letters and Sounds Aspects of Phase One Phonics will continue to be revisited** | **Continued links with Phase One Phonics**-  Aspect 4 : Rhythm and Rhyme Revisiting rhymes taught in Nursery and broadening repertoire. See rhymes and poems for autumn term.  Playing with words that rhyme and creating a rhyming string.  Aspect 5 Alliteration Continue to explore the first sounds in words as they acquire new vocabulary. Recognise the words that have the same initial sounds and play around with alliteration as they create new sounds. Aspect 6 : Voice Sounds  Begin to explore the range of voices that they can create in response to characters in books as they learn to retell stories. Beginning to explore prosody.  **Aspect 7 Oral Blending and segmenting**- Children will continue to practise the skills of oral blending and segmenting as they learn to blend to read and segment to spell. | | **Continued links with Phase One Phonics**-  Aspect 4 : Rhythm and Rhyme Revisiting rhymes taught in autumn term and broadening repertoire. See rhymes and poems for spring term.  Playing with words that rhyme and matching rhyming pairs.  Aspect 5 Alliteration Continue to explore the first sounds in words as they acquire new vocabulary. Recognise the words that have the same initial sounds and play around with alliteration as they create new sounds.  Aspect 6 : Voice Sounds  Begin to explore the range of voices that they can create as they begin to read simple books. Little Wandle beginning to read with expression (prosody)  **Aspect 7 Oral Blending and segmenting**- Children will continue to practise the skills of oral blending and segmenting as they learn to blend to read and segment to spell. | | | **Continued links with Phase One Phonics**-  Aspect 4 : Rhythm and Rhyme Revisiting rhymes taught in spring term and broadening repertoire. See rhymes and poems for summer term.  Aspect 5 Alliteration Continue to explore the first sounds in words as they acquire new vocabulary. Recognise the words that have the same initial sounds and play around with alliteration as they create new sounds.  Aspect 6 : Voice Sounds  Practice skill of using voice creatively when reading simple books for themselves.  **Aspect 7 Oral Blending and segmenting**- Children will continue to practise the skills of oral blending and segmenting as they learn to blend to read and segment to spell. | |
| **Year 1 ready:**  **ELGs**  **By the end of the EYFS at our school we aim for children to have achieved the ELGs and to have a Good Level of Development.** | **Comprehension ELG**  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary  Anticipate – where appropriate – key events in stories  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | **Word Reading ELG**  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | | **Writing ELG**  Write recognisable letters, most of which are correctly formed  Spell words by identifying sounds in them and representing the sounds with a letter or letters  Write simple phrases and sentences that can be read by others. | | | Year 1 Ready – Birtley East Primary School Aims  Children who are enthused by reading and books and are developing a passion for reading!  Children who are confident readers, using phonics to decode, blend and segment with developing fluency and accuracy – Phase 2-4  Children who can read tricky words words by sight.  Children who can answer simple questions about a story, anticipating key events and giving their opinion.  Children who are building up a repertoire of stories, poems, songs that they can retell and recite.  Children who are confident to write simple sentence and are aware of capital letters and full stops. They are aware that they need to leave a gap between words and are beginning to writing on a line – when guided by an adult.  Children who can form all letters correctly.  Children who can use phonic knowledge to segment sounds (phases 2-4) to write words.  Children who know names of the letters and are familiar with capital letters. |

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| **Mathematics (Statutory Framework for the Early Years Foundation Stage: Educational Programmes)**  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. | | | | | | | | | | | | | | | |
| **Mathematics** | **Autumn Term: It’s Autumn Time! All About Me**  (Starting Nursery, Finding out about ourselves and our feelings, keeping healthy and safe through routines, families and making friends, autumn festivals, dark and light, changes in the environment in Autumn ) | | | | **Spring Term: It’s Spring Time! Creatures**  (Garden Birds, Creatures in the garden, Pets, World Animals, other creatures such as story animals, Dinosaurs, fantasy animals etc) | | | | | | **Summer Term: It’s Summer Time!**  **Out and About in the Environment**  (Local Area, trips out with school and with our families, maps holidays, adventures further afield, adventures to fantasy places, moving on to Year 1) | | | | |
| **Mathematics is a specific area of learning. It has strong links with**  **EYFS** Characteristics of Effective Learning  **National Curriculum:**  **Maths** | Range 6 (Birth to 5 Matters Learning and Development). | | | | | | | | | | | | | | |
| **Comparison**  Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You’ve got two, I’ve got two. Same! | **Counting**  May enjoy counting verbally as far as they can go Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.  Uses some number names and number language within play, and may show fascination with large numbers  Begin to recognise numerals 0 to 10 | | **Cardinality** Subitises one, two and three objects (without counting) Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) Links numerals with amounts up to 5 and maybe beyond  Explores using a range of their own marks and signs to which they ascribe mathematical meanings. | | | **Composition**  Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers Beginning to use understanding of number to solve practical problems in play and meaningful activities. Beginning to recognise that each counting number is one more than the one before Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same | **Spatial Awareness**  Responds to and uses language of position and direction Predicts, moves and rotates objects to fit the space or create the shape they would like | | **Shape**  Chooses items based on their shape which are appropriate for the child’s purpose Responds to both informal language and common shape names Shows awareness of shape similarities and differences between objects  Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes  Attempts to create arches and enclosures when building, using trial and improvement to select blocks | | | **Pattern**  Creates their own spatial patterns showing some organisation or regularity.  Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next | | **Measures**  In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items  Recalls a sequence of events in everyday life and stories |
| **AUTUMN**  **Counting-Numbers in the learning environment:** Engage children in counting and number recognition during playful interactions as they play. Learning environment encourages counting and number recognition through layout of resources.  **Singing counting rhymes**-Daily opportunities to sing counting rhymes and to represent number using objects, fingers and actions.  **Using number language in everyday experiences and activities**- Daily routine supports application of number, including comparison counting forwards, backwards and understanding numerical patterns. Use of number frames, number lines and number squares are available on display and throughout the learning environment. Layout of resources enables everyday involvement in number problem solving.  **Vocabulary**- build mathematical vocabulary through planned introduction of words (Mathematical Vocabulary bank)  **Number in Books:** Include books with Maths themes as part of continuous provision | | | | | **SPRING** | | | | | | **SUMMER** | | | |
| **Autumn 1** | | **Autumn 2** | | | **Spring 1** | | | **Spring 2** | | | **Summer 1** | | **Summer 2** | |
| **Comparison**  R6: Compare number names and symbols, showing interest in large numbers  **Comparison to 5**  **Compares with counting**  Accurately compares via counting up to 5 objects when objects are the same size  Match small, equal collections consisting of different looking items. Show that they are the same number  **Compares with counting,** even when larger collection’s objects are smaller.  **Possible activities linked to theme:**  Counting children and comparing groups (e.g. girls, boys, blue eyes, brown eyes, socks tights,) using language, more, fewer, same number. Setting aa table in home area or making snacks and find out if we have enough objects. | | **Comparison**  R6: Compare number names and symbols, showing interest in large numbers  **Comparison to 5**  **Orders quantities (**dots, objects) or numerals up to 5.  **Mental number line to 5:**  Uses internal images and knowledge of number relationships to determine relative size and position.  **Compares with counting** and find out how many more or fewer within 5.  **Know about the one more and one less relationship between numbers to 5-** ensure children have focus on numerosity of groups of objects and how quantities change when one more is added or one is taken away. Use language like too many and too few when comparing | | | **Comparison**  R6: Make reasonable estimates of numbers of things, showing understanding of relative size  Comparing and Estimating  **Comparing numbers and Reasoning**  Estimate which set is more or fewer if the differences are clear. Classify numbers as little/big  Compare numbers that are far apart, near to and next to each other e.g. 8 is a lot bigger than 2 but 3 is only a little bit bigger than 2.  Use previous learning about how many in a set, what is more and fewer to make reasonable estimates.  Compare numbers in problems about fair shares and explain unfair sharing. | | | **Comparison**  Engage in practising skills linked to comparison through enhanced provision, incidental opportunities, through daily routine, interactive display and interactions with adults. | | | **Comparison**  R6: Compare number names and symbols, showing interest in large numbers  **Comparison to 10**  **Orders quantities (**dots, objects) or numerals up to 10.  **Mental number line to 10:**  Uses internal images and knowledge of number relationships to determine relative size and position.  **Compares with counting**, up to 10. Begin to find how many more/fewer within 10  **Know about the one more and one less relationship between numbers to 10-** ensure children have focus on numerosity of groups of objects and how quantities change when one more is added or one is taken away. Use language like too many and too few when comparing  **Ordinal numbers** Use ordinal numbers when comparing position | | **Comparison**  Engage in practising skills linked to comparison through enhanced provision, incidental opportunities, through daily routine, interactive display and interactions with adults. | |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Counting**  R5: Begin to recognise numerals 0-10 and some beyond. Links numerals with amounts up to five and maybe beyond. Explore using a range of marks and signs to which they ascribe mathematical meaning  Use Numicon 1-5 in a variety of ways in child-initiated learning times and show interest in bigger numbers.  Use a ten frame for counting and use double sided counters.  Counting to five  **Saying number words in sequence:**  Children engage in counting through daily opportunities to sing number and counting rhymes. Begin to sing number rhymes past 5.  Saying the number names in order to ten and beyond  Recite number names from 10-0  **Tagging each object with one number word**  Confidently count 5 objects (tagging) and begin to count beyond 5.  Counting out objects from a larger group 1-.5 and begin to count beyond 5.  Showing fingers 1-5 and begin to show numbers bigger than 5.  **Conservation**  Recognise amounts that have been rearranged and to generalise that, if nothing has been added or taken away the amount is still the same. | **Counting**  R5: Begin to recognise numerals 0-10 and some beyond. Links numerals with amounts up to five and maybe beyond. Explore using a range of marks and signs to which they ascribe mathematical meaning  Use Numicon 1-10 in a variety of ways in child-initiated learning times and show interest in bigger numbers.  Use a ten frame for counting and use double sided counters  Counting to five  **Saying number words in sequence:**  Say number names in order to ten and beyond  **Tagging each object with one number word**  Count 5 objects (tagging) and begin to count up to 10 objects  Counting out objects from a larger group 1-.5 and begin to count to 10.  Showing fingers 1-5 and begin to show numbers bigger than 5.  Find the number that is 1 more or 1 fewer than 5 by counting  **Numeral Meanings**  Begin to read numerals 0-10 | **Counting**  R6: Puts numerals in order 0-10 and sometimes beyond  Select the correct numeral for up to ten objects  Counting to ten ordering Confidently count forwards and backward from 10 to 0, verbally, or when removing objects from a group.  Recite number names from 10-0. Starting from different numbers.  **Saying number words in sequence:**  Say number names in order to 20 and beyond  Recite numbers from 20-0 Gives next number within ten  Recognise errors in others’ counting.  **Tagging each object with one number word**  Counts and counts out objects accurately to 10 (tagging) then beyond  Find the number that is 1 more or 1 fewer than 10 by counting  **Conservation**  Recognise amounts that have been rearranged and to generalise that, if nothing has been added or taken away the amount is still the same.  **Numeral Meanings**  Read numerals 0-10  Orders numerals 0-10.  Writes or draws to represent 1 to 10 | **Counting**  Engage in practising skills linked to counting through enhanced provision, incidental opportunities, through daily routine, interactive display and interactions with adults. | **Counting**  R6: Counts verbally from to and from 20, beginning to spot repeating patterns.  Counting to 20  **Saying number words in sequence:**  Say number names in order to 20 and as far as they can including crossing boundaries e.g. 19/20, 29/30.  Count back from 20-0. Starting from different numbers.  Counts and counts out objects accurately beyond 10.  Confidently gives next number within ten and the number that comes before.  Counts backward from 20 to 1, verbally.  **Tagging each object with one number word**  Confidently and consistently counts and counts out objects accurately to 10 (tagging) and beyond  Find the number that is 1 more or 1 fewer than 10 by counting.  **Numeral Meanings**  Read numerals 0-10 and beyond.  Orders numerals 0-10 and beyond.  Writes or draws to represent 0 to 10  Begin to separate the tens and the ones part of a number word and begins to relate each part of a number word/numeral to the quantity to which it refers. | **Counting**  Engage in practising skills linked to counting through enhanced provision, incidental opportunities, through daily routine, interactive display and interactions with adults. |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Cardinality**  R6: Having counted, say the total (cardinal principle)  R5: Instantly recognise under 5 objects without counting  **Cardinality to 5**  Accurately counts objects in a line to 5 and answers the “how many” question with the last number counted, understanding that this represents the total number of objects  Counts arrangements of objects to 5 with understanding of the cardinal principle.  Match quantity to number **Subitising to 4**  Perceptual subitising-Name groups of 1, 2, 3 and 4 with increasing accuracy, without relying on matching or modelling  Conceptual subitising-Verbally label all arrangements to 4, shown only briefly, seeing the parts and quickly knowing the whole | **Cardinality**  Engage in practising skills linked to cardinality through enhanced provision, incidental opportunities, through daily routine, interactive display and interactions with adults. | **Cardinality**  R6: Having counted, say the total (cardinal principle)  R5: Subitises numbers to 4 and 5  **Cardinality to 10**  Counts arrangements of objects to 10 with understanding of the cardinal principle.  Match quantity to number  **Subitising to 5**  Perceptual subitising-Instantly recognizes briefly shown collections up to 4 then 5 and verbally names the number of items.  Conceptual subitising-Verbally label all arrangements to 5, shown only briefly, seeing the parts and quickly knowing the whole | **Cardinality**  Engage in practising skills linked to cardinality through enhanced provision, incidental opportunities, through daily routine, interactive display and interactions with adults. | **Cardinality**  Engage in practising skills linked to cardinality through enhanced provision, incidental opportunities, through daily routine, interactive display and interactions with adults. | **Cardinality**  Engage in practising skills linked to cardinality through enhanced provision, incidental opportunities, through daily routine, interactive display and interactions with adults. |

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|  | **Composition of Number-** Use ten frames in Reception class to support understanding of number. Frames available within and across the learning environment. Numicon and double-sided counters available throughout learning environment.  **Subitise**- Number frames support subitising, snack times, message board times, number rhyme play offer daily opportunities to subitise with numbers up to five. Dice games available in continuous provision indoors and outdoors. | |  | | |  | | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | | **Spring 2** | **Summer 1** | | **Summer 2** |
| Composition  R6: Shows awareness that numbers are made up (composed) of smaller numbers  Conceptually subitise larger numbers by subitising smaller groups within the number e.g. sees 6 raisins on a plate and 3 and 3  Partitions a number of things in different ways, including when problem solving and talks about the ways numbers can be made  Composition to 5  **Part-Whole:** Know that a whole is bigger than parts.  Learn number combinations to 5. Name parts of any whole, or the whole given the parts.  **Conservation:** Recognise amounts that have been rearranged and to generalise that, if nothing has been added or taken away the amount is still the same.  **Inverse Operations:**  Partitioning and combining within 5.  **Partitioning :** numbers to 5 into two groups and then more than two groups  **Number Bonds:** Finds sums for Join, Result Unknown and Separate, Result Unknown problems with totals up to 5 by “counting all” with objects.  **Solve real life composition problems** | Composition  R6: Adds one and subtracts one with numbers to ten and uses some addition and subtraction vocabulary in practical activities  One more  **One more and 1 less pattern:** Many opportunities to count to and back from ten**.**  Make predictions about what comes next/before.  Play games on number tracks to count on and back by one.  Adds on objects to “make one number into another,” without needing to count from 1.  **Solve real life composition problems** | Composition  R6: Children begin to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standards numerals, tallies and “+” or “-“  Composition to 10 (+ and -)  **Number Bonds**  Learn number combinations to 10. Name parts of any whole, or the whole given the parts.  **Addition and Subtraction**  Finds sums for join, result unknown problems (“You had 3 apples and get 3 more, how many do you have in all?”) and part–part–whole (“There are 6 girls and 5 boys on the playground, how many children were there in all?”) problems by direct modelling, counting all, with objects.  Solves take-away problems by separating with objects.  **Inverse Operations:**  Partitioning and combining within 10.  **Partitioning :** numbers to 10 into two groups and then more than two groups  Solve real life composition problems | | Composition  Engage in practising skills linked to composition through enhanced provision, incidental opportunities, through daily routine, interactive display and interactions with adults. | Composition  R6: Children begin to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standards numerals, tallies and “+” or “-“  Number bonds to 5  Doubles  **Partitioning :** numbers to 5 into two groups and then more than two groups  Learn the double sets of numbers that make 2,4,6,8 and 10.  **Number Bonds:** Finds sums for Join, Result Unknown and Separate, Result Unknown problems with totals up to 5 by “counting all” with objects.  Learn the doubles of 1,2,3,4,5  **Multiply and Divide:** Make small groups (fewer than 5). Shares by “dealing out,” but usually only between 2 people.  Recognise when sets are shared equally and link to double numbers  **Multiply and Divide** :Makes small equal groups (fewer than 6). Deals out equally between two or more recipients, begin to recognise that equal quantities are not always produced. | | Composition  Engage in practising skills linked to composition through enhanced provision, incidental opportunities, through daily routine, interactive display and interactions with adults. |
| **Spatial Awareness** Engage in practising skills linked to spatial awareness through enhanced provision, incidental opportunities, through daily routine, interactive display and interactions with adults. Develop spatial awareness through constructions and outdoor play opportunities in particular. Layout of resources in the learning environment encourages children to explore position and follow instructions about position e.g put the block beside the cylinder. In Reception class layout of resources encourages solving problems about how shapes fit into each other. Daily gathering opportunities enable discussion about our position in relation to others in a group. Recognising exploring and problems solving using solid and flat shapes through a range of activities in the setting indoors and outdoors, and through display | |  | | |  | | |
| **Spatial Awareness (Autumn Term 2)**  R6:Responds to and uses language of position and direction Predicts, moves and rotates objects to fit the space or create the shape they would like  **Spatial Visualisation**  **Develop spatial awareness**  Move objects around so they see things from different perspectives  Slide and turn objects as they play with shapes and objects to adjust and change direction if necessary. Lean to visualise how things will appear if tuned or combined.  **Spatial Orientation**  Talk about where an object has moved to. Begin to uses words referring to frames of reference such as "in front of" and "behind" or "left" and "right."  **Develop spatial vocabulary**  Children need opportunities to be exposed to and to use the language of position and direction: position: ‘in’, ‘on’, ‘under’ direction: ‘up’, ‘down’, ‘across’.  Describe position in relations to themselves during play, explain where they are sitting, who is sitting, beside them in front, behind etc.  **Representing spatial relationships** begin to use objects to make simple representations of spaces e.g. a floor plan of a house using dolls furniture or Lego  Make simple maps of new learning spaces | | **Spatial Awareness (Spring Term 2)**  Spatial Awareness  R6:Responds to and uses language of position and direction Predicts, moves and rotates objects to fit the space or create the shape they would like  **Spatial Visualisation**  As children play with nad manipulate objects and shapes they use strategies such as slide, turn and flip to position and match.  **Spatial Orientation**  Begin to know where an object will move to even if target is not specified ahead of time. Begin to uses words referring to frames of reference such as "in front of" and "behind" or "left" and "right."  **Representing spatial relationships** begin to look at maps and make drawings of what objects/spaces might look like from above.  **Possible activities linked to theme:**  Describe position of animals on the shelf. Develop vocabulary around positional language when explaining where animals are placed during small world play. Explore and create natural patterns and shapes in natures as they explore animals and other creatures. | | | **Spatial Awareness (Summer Term)**  Engage in practising and consolidating knowledge and understanding linked to spatial awareness Develop spatial awareness through constructions and outdoor play in particular. Everyday problem solving through play.  **Possible activities linked to theme:**  Describe position of passengers using transport. Explore who is sitting in front, behind etc.  Follow and give directions about how to get to places. Use Bee bots to give instructions.  Explore patterns when looking at minibeasts- explore making patterns fit and rotate shapes.  Make simple maps of local areas, familiar and imaginative environments.  Give directions about how to get to new places as we make transitions.  Making maps of our learning environment for new nursery starters. | | |
| **Shape-** Engage in practising skills linked to shape through enhanced provision, incidental opportunities, through daily routine, interactive display and interactions with adults.  Develop awareness of shape through constructions. Opportunities to name and describe shapes are available for children to access throughout the learning environment. Continuous curriculum planning. | | |  | | |  | |
| **Shape (Autumn Term 2)**  R6: Chooses items based on their shape which are appropriate for the child’s purpose. Responds to both informal language and common shape names Shows awareness of shape similarities and differences between objects  Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes  Attempts to create arches and enclosures when building, using trial and improvement to select blocks  **Show Awareness of the Properties of shapes**  Identify similarities between shapes as they play, build and construct.  Match shapes with same size and orientation and matches a wider variety of shapes with different sizes and orientations. Matches combinations of shapes to each other  **Describe properties of shapes**  Recognise use mathematical terms to describe the properties of shapes typical regular 2D shapes square circle, typical triangle, some less typical triangles and different rectangles.  Begin to use resources such as sticks to make shapes by representing the sides.  Begin to recognise some prototypical 3D shapes, such as the sphere and cube, using formal or informal names  **Develop awareness of the relationship between shapes**  Experiment with putting shapes together to make new shapes, and decomposing shapes into smaller/different parts.  Build and construct with 3D shapes finding out about possibilities.  **Possible activities linked to theme:**  Create structures to build homes using a range of solid and flat shapes. Explore making enclosures.  Create representations of ourselves using a range of resources. Selecting shapes for purposes.  Create shapes outdoors in snow.  Explore shapes in the natural world through autumn leaf observation. Make comparisons between shapes of leaves.  Looking for shapes in the home and setting | | **Spatial Awareness (Spring Term)**  Engage in practising and consolidating knowledge and understanding linked to spatial awareness Develop spatial awareness through constructions and outdoor play in particular. Everyday problem solving through play  **Possible activities linked to theme:**  .  Create structures to build animal homes and bird hides using a range of solid and flat shapes.  Create representations of animals using a range of resources. Selecting shapes for purposes.  Create shapes using natural materials collected outdoors and make comparisons with regular shapes.  Explore shapes in the natural world through spring leaf observation and through looking closely at fruit and vegetables when dissected. | | | Shape (Summer Term 1)  R6: Chooses items based on their shape which are appropriate for the child’s purpose. Responds to both informal language and common shape names Shows awareness of shape similarities and differences between objects  Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes  Attempts to create arches and enclosures when building, using trial and improvement to select blocks  **Develop awareness of the relationship between shapes**  Identify shapes within shapes.  Identify 2D faces on 3D shapes- Use pattern blocks  Make predictions about shapes such as what shape will I get if I fold the paper?  Look for differences in attributes when examining shapes.  Build upon and use knowledge of shapes to anticipate what will fit and to solve problems  **Describe properties of shapes**  Recognizes angles as corners  Recognizes most familiar shapes and typical examples of other shapes, such as hexagon, rhombus (diamond), and trapezoid.  Recognise some prototypical 3D shapes, such as the sphere and cube, and use formal names. Begin to talk about faces and possibly vertices.  **Awareness of the relationship between shapes**  Show understanding about, and choose with anticipation and thought shapes to fit together to make new shapes. They know what shapes they can make by decomposing shapes into smaller/different parts. Children learn to know what to expect when joining 2D shapes.  Build and balance with 3D shapes confidently knowing what shapes can be created when joining 2 3D shapes together. They make enclosures and are beginning ot add roofs to structures.  **Possible activities linked to theme:**  Create structures to build transport models using a range of solid and flat shapes.  Create representations of homes using a range of resources. Selecting shapes for purposes and exploring selecting the best shapes to make representations.  Explore shapes in the natural world through observation of nature.  Go for a shape hunt around school use language to compare, name and describe. | | |
| **Pattern-** Engage in practising and consolidating knowledge and understanding linked to patterning. Develop patterning through play and problem-solving using resources available in the learning environment include provocations that link to natural patterns and creating repeating patterns with manipulatives, using stories to explore patterns and recognising repeating events in the daily routine. | |  | | |  | | |
| Pattern (Autumn Term 2)  R6: Creates their own spatial patterns showing some organisation or regularity.  Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)  Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next  **Making ABAB patterns**  Build on what they know about copying and extending AB patterns and explore changing them or making their own. Use concrete manipulatives  Make ABAB patterns using sounds, words or actions. As children construct the patterns, give opportunities to the unit at least three times, sustain the pattern, make a specified pattern, choose their own rule, choose their own actions or sounds.  Identify the unit of repeat  **Spotting errors in AB patterns**  Work with AB patterns and explore finding and correcting errors. First spot extra items, then missing items, then items switched around  **Possible Activities Linked to Theme:**  Making and spotting patterns of children in a line e.g. girl, boy patterns, Exploring patterns on our clothing e.g. socks. Explore sorting patterns through washing clothes in home area.  Creating patterns using body percussion | | Pattern (Spring Term 1)  R6: Creates their own spatial patterns showing some organisation or regularity.  Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)  Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next  **More complex pattern structures**  Build on children’s knowledge and understanding of alternating patterns and begin to tackle more complex pattern structures: ABC ABB, ABBC, AABB.  Give children experience of a range of pattern types, encouraging them to focus on the unit of repeat.  **Continuing more complex patterns**  As children work on patterns involving more elements, challenge them to continue patterns which do not end after a whole unit of repeat. Provide experiences where the given pattern stops mid-unit.  **Symbolising the Unit Structure**  Adults begin to model representing patterns using symbols.  **Possible Activities Linked to Theme:**  Making and spotting patterns on animals and other creatures. Creating our own repeating patterns using natural and found objects in the garden.  Exploring natural patterns on creatures | | | Pattern (Summer Term 2)  R6: Creates their own spatial patterns showing some organisation or regularity.  Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)  Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next  **Making ABB and ABBC patterns**  Build on what they know about copying and extending ABB patterns and explore changing them or making their own. Use concrete manipulatives  Make ABAB patterns using sounds, words or actions. As children construct the patterns, give opportunities to the unit at least three times, sustain the pattern, make a specified pattern, choose their own rule, choose their own actions or sounds.  **Spotting errors in ABB, ABBC patterns**  Work with ABB patterns and explore finding and correcting errors. First spot extra items, then missing items, then items switched around.  **Symbolising the Unit Structure**  As children become more confident with pattern continuing, creating and extending begin to use symbols on paper to represent the patterns they have made e.g. a red dot to symbolise a red dinosaur for example.  **Possible Activities Linked to Theme:**  Making and spotting patterns when observing nature in the outdoor environment.  Look at patterns in different cultures.  Creating our own repeating patterns exploring patterns with increasing challenge in response to art from around the world.  Go for a pattern hunt adventure | | |
| **Measures**- Engage in practising skills linked to measures through enhanced provision, incidental opportunities, through daily routine, interactive display and interactions with adults. Develop skills with measures through engagement with continuous provision resources. Quality interactions encourage talk about measures and as children progress, using simple measuring tools. Message board time to support learning days of the week, months of the year and day, visual time table and monthly/weekly diary. | |  | | |  | | |
| Measures  Engage in practising skills linked to measures through enhanced provision, incidental opportunities, through daily routine, interactive display and interactions with adults.  Introduce monthly diary to explore time, to anticipate events, begin to learn vocabulary linked to year, month, week, day. Introduce children to concept of measuring time over a week/ month  **Possible Activities Linked to Theme:**  Compare sizes of children and adult in the setting, make charts to record how high children can reach for example.  Repeating patterns that can be found in the home and setting.  Learn the order of time when following routines, begin to set up a monthly diary to include a range of opportunities to talk about months, ways, weeks, yesterday, today, tomorrow, how many days until etc.  Learning the new routines and following visual timetable Talk about past events in their lives. | | Measures  R6: In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items  Recalls a sequence of events in everyday life and stories  **Directly Compare measures**  Children find something that is longer/shorter or heavier/lighter, holds more/holds less than a given reference item.  **Explore Comparing when estimating and predicting**  Estimate and predict when problem solving. Use skills and knowledge gained form comparing measures to estimate and predict to solve problems**.**  **Indirectly Compare Measures**  Compare sizes, lengths, weights and capacities verbally and begin to use more specific terms, such as ‘taller than’, ‘heavier than’, ‘lighter than’, and ‘holds more than’, when using one thing to compare two others. Also compare using language, such as ‘not enough’, ‘too much’, and ‘a lot more’.  Embed use of monthly diary to explore time, to anticipate events, begin to learn vocabulary linked to year, month, week, day. Introduce children to concept of measuring time over a week/ month  **Possible Activities Linked to Theme:**  Compare sizes of animals that live in different places.  Using a range of words to describe size and weight.  Order and compare animals by size and weight.  Make simple recording of creatures that change as they grow over time.  Sequence changes to creatures when exploring life cycles. | | | Measures  R6: In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items  Recalls a sequence of events in everyday life and stories  **Begin to use units to compare**  **Length**- Use standard units of identical objects to ‘measure’ and compare. Make real life connections by beginning to use Young children also enjoy using height charts, measuring tapes, rulers, digital scales and timers.  **Weight-** compare weight using same standard unit to compare in balance scales  **Capacity-** compare capacity by measuring how many of the same container to fill a bigger container for example.  **Time –** measure how many times we can do things in a minute suing a sand timer, using simple timers in their play and talk about how many sleeps until an event.  **Possible Activities Linked to Theme:**  Speed and distance when exploring ways to go on holiday.  Order events using a sequence of pictures | | |
| **Year 1 ready:**  **ELGs**  **By the end of the EYFS at our school we aim for children to have achieved the ELGs and to have a Good Level of Development.** | **Number ELG**  Have a deep understanding of number to 10, including the composition of each number  14 - Subitise (recognise quantities without counting) up to 5  Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. | | **Numerical Patterns ELG**  Verbally count beyond 20, recognising the pattern of the counting system  Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity  Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | | | Year 1 Ready – Birtley East Primary School Aims  Children who are confident and inquisitive about number, space, shape and measures and are using associated vocabulary and applying skills, knowledge and understanding in the environment, through play and in every day tasks.  Children who are confident to problem solve, make connections, use apparatus, recall facts with increasing independence  Children who can count confidently forwards and backwards to 20 and are developing an awareness of the number system, able to compare and order numbers, identify odd and even numbers and count in intervals of 2 and 10  Children who can automatically recall number bonds to 10 and understand relationships between consecutive numbers | | |

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| **Understanding the World (Statutory Framework for the Early Years Foundation Stage: Educational Programmes)**  Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. | | | | | | |
| **Understanding the World** | **Autumn Term : It’s Autumn Time!/All About Me**  (Starting Nursery, Finding out about ourselves and our feelings, keeping healthy and safe through routines, families and making friends, autumn festivals, dark and light, changes in the environment in Autumn ) | | **Spring Term : It’s Spring Time!/Creatures**  (Garden Birds, Creatures in the garden, Pets, World Animals, other creatures such as story animals, Dinosaurs, fantasy animals etc) | | **Summer Term : It’s Summer Time!**  **Out and About in the Environment**  (Local Area, trips out with school and with our families, maps holidays, adventures further afield, adventures to fantasy places, moving on to Year 1) | |
| **Understanding of the World is a specific area of learning. It has strong links with:**  **EYFS** Characteristics of Effective Learning  **National Curriculum:**  **Science**  **R.E**  **Geography**  **Computing**  **PSHE**  **History** | Range 6 (Birth to 5 Matters Learning and Development). | | | | | |
| People and Communities  Enjoys joining in with family customs and routines  Talks about past and present events in their own life and in the lives of family members  Knows that other children do not always enjoy the same things, and is sensitive to this  Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions | | The World  Looks closely at similarities, differences, patterns and change in nature  Knows about similarities and differences in relation to places, objects, materials and living things  Talks about the features of their own immediate environment and how environments might vary from one another  Makes observations of animals and plants and explains why some things occur, and talks about changes | | Technology  Completes a simple program on electronic devices  Uses ICT hardware to interact with age appropriate computer software  Can create content such as a video recording, stories, and/or draw a picture on screen Develops digital literacy skills by being able to access, understand and interact with a range of technologies  Can use the internet with adult supervision to find and retrieve information of interest to them | |
| **AUTUMN**  People and Communities  Continuous  Understanding the past through experience of stories- Primary Writing Project – understanding past through settings, characters, events encountered in books read in class and storytelling, ongoing over the year.  Include stories about people from the past and how that can impact on their environment in continuous provision  Floor book – memory book of Reception recalling key events and special memories  Festivals-Know and understand which festivals children will know and celebrate throughout the course of the year  Role Play- resources reflect the diversity of culture within the cohort.  **Induction** Getting to know new adults and friends during transition into Reception– talk about past events when thinking about home and past experiences at Nursery.  **Past and present events in my life-**  Introduce new visual timetable to find out what is happening now. Say what will happen next and what happened before. Use vocabulary linked to time.  Use All About Me books to talk about past events during staggered intake.  Over the Autumn term Share information about past and present events linked to their own lives. Share stories about what they did. Introduce a new time line for Reception class linking to our past. Begin with July and leaving Nursery.  Explore the past at plan, Do, Review times and at message board time. Learn the days of the week, month of the year.  Set up a diary of the month to further offer opportunities to use the words today, tomorrow, yesterday, the days of the week and the months of the year.  Begin to understand that some things happened a long time ago when looking at how we have changed from being babies to children. Begin to look at photographs of older family members and adults when they were babies and explore how they have changed.  **People who are special to me**-  Finding out about new friends and adults in Reception.  Find out more about people who are special in their lives. Use photographs and recall memories of special times with our families and friends. Find out about the many different families and wider community that are special to children in the class.  Begin to understand that others have special times too. Listen to others and find out about similarities and differences in relation our different experiences  **People who Help Us**  Learn that there are emergency services that help us. Learn about people who help us. Invite firefighters, dental hygiene, school nurse etc into the setting. Use experiences to support development of role play  **We are all unique**  Learn about and celebrate the diversity within our Reception class. Find out more about each other and what makes us the same and different. Find out about preferences, likes, dislikes, needs and talents.  Link to time line displaying special times, events and celebrations that are important to everyone in our Reception and school community.  Exploring different celebrations: Halloween, Harvest, Diwali, Christmas and other festivals that are celebrated in the autumn/winter by children and adults in the class (cohort specific).  **Role play**  Learn about the home area and base enhancements on family members and roles in our diverse homes, and different occupations. Link enhancements to what children say about home, link to photographs that they share to enable them to imitate events and actions of their own family and cultural background.  (See possible role play ideas).  **Festivals**-Celebrate festivals in the Autumn term- Diwali, Christmas and Halloween etc (cohort specific). Role play opportunities linked with festivals celebrated  Jigsaw- Being Me In My World -Self-identity Jigsaw- Celebrating Difference -Being Special -Families | | **SPRING**  People and Communities  **Finding out more about the school community-** Learn about the roles of some people we see around out school.  **Past and present events in my life**  Use visual timetable to find out what is happening now. Say what will happen next and what happened before. Use vocabulary linked to time.  Talk about what they will do now and next at planning times and what happened before a t review times.  Talking about past and present experiences- about experiences with animals such as pets or family members’ pets. Talk about past experience such as a visit to the zoo or wetlands centre.  Explore the past at plan, Do, Review times and at message board time. Recite the days of the week, know about the months of the year.  Continue to use diary of the month to further offer opportunities to use the words today, tomorrow, yesterday, the days of the week and the months of the year.  Continue to add to time line.  Begin to explore the past and present in stories shared linked to interests and themes.  Explore the roles of animals in the past through stories rhymes and songs e.g. travelling by horse.  Explore past and present in stories. Explore similarities and differences between past and present. linked to creatures - explore problem solving including characters who make an impact on the future in books.  **People who Help Us**  Role play based different occupations and creatures, such as vet, pet shop keeper, cat and dog hotel, grooming parlour for example. Visit to see a zoo keeper, park keeper.  Learn that adults do a variety of jobs and talk about what jobs they might like to do.  **We are all unique**  Learn about and celebrate the diversity within our Reception class. Find out more about each other and what makes us the same and different. Find out about preferences, likes, dislikes, needs and talents.  Continue to develop time line displaying special times, events and celebrations that are important to everyone in our Reception and school community.  Listen to what others do and do not like to do during plan, do, review times.  Remember, hear about and celebrate the diversity within our Reception class. Link to time line displaying special times, events and celebrations that are important to everyone in our Reception and school community.  Exploring different celebrations: Chinese New Year, Mother’s Day, Easter and other festivals that are celebrated in the winter/spring by children and adults in the class (cohort specific). Begin to explore some similarities and differences between religious and cultural communities.  **Festivals**-Celebrate festivals in the Spring term- Chinese New Year, Mother’s Day, Easter R etc (cohort specific)ole play opportunities linked with festivals celebrated | | **SUMMER**  People and Communities  **Finding out more about the school community-** Learn about the roles of some people we see around out school.  **Transition**  Getting to know new adults and friends during transition into Year 1– talk about past events when thinking about experiences at Reception class and at home.  **Past and present events in my life**  Use visual timetable to find out what is happening now. Say what will happen next and what happened before. Use vocabulary linked to time.  Talk about what they will do now and next at planning times and what happened before at review times.  Talking about past and present experiences- about holidays or outings we have made in the local area.  Explore our own community and find out about people who live and work there. Links with local community (bus companies, local police, road safety officer)  Explore places that are important to different communities that are reflected by the cohort.  Explore past and present in our own lives and those of others such as looking at how we have adventures on our holidays with others.  Use picture books and photographs to explore different family holidays that people enjoy.  Consistently use words like today, yesterday and tomorrow to talk about events in their lives, including talk about transition into Year 1class.  Explore the past at plan, Do, Review times and at message board time. Recite the days of the week and the months of the year.  Continue to use diary of the month to further offer opportunities to use the words today, tomorrow, yesterday, the days of the week and the months of the year.  Continue to add to time line.  **People who are special to me**-  Finding out about new friends and adults in Year One  **People who Help Us**  Learn about people who help to explore different environments including drivers such as bus, train, pilot and sailor. Explore role based on jobs that children identify.  **We are all unique**  Learn about and celebrate the diversity within our Reception class. Find out more about each other and what makes us the same and different. Find out about preferences, likes, dislikes, needs and talents, fears and worries.  Continue to develop time line displaying special times, events and celebrations that are important to everyone in our Reception and school community.  Listen to what others do and do not like to do during plan, do, review times.  Remember, hear about and celebrate the diversity within our Reception class. Link to time line displaying special times, events and celebrations that are important to everyone in our Reception and school community.  Exploring different celebrations: Eid and other festivals that are celebrated in spring/summer by children and adults in the class (cohort specific).  Explore some similarities and differences between religious and cultural communities.  Explore different cultures and beliefs through exploration from outer space as visitors to the school Adventures – about their local community Summer – explore and contrast culture in countries with a hotter climate  **Festivals**-Celebrate festivals in the Summer term- Eid for example (cohort specific) role play opportunities linked with festivals celebrated | |
| Discovery R.E:  Our school uses Discovery R.E as part of the R.E curriculum. In Reception we integrate the key messages through the provision, and through circle times. | **What makes people special?**  Theme: Special people  Religion: Christianity and Judaism | **What is Christmas?**  Theme: Celebrations /Festivals (Christmas) Religion: Christianity | **How do people Celebrate?**  Theme: Celebrations /Festivals  Religion Hinduism | **What is Easter?**  Theme: Celebrations /Festivals (Easter) Religion: Christianity | **What can we learn from stories?**  Theme: Stories  Religion: Christianity and Islam | **What makes places special?**  Theme: Special Places  Religion: Christianity and Islam |
|  | The World  Enabling environment- Daily opportunities to play indoors and outdoors enable children everyday opportunities for comment and questioning through quality interactions about the natural world through play. Provocations- Ongoing inclusion of new provocations of natural and found objects to enable children to demonstrate curiosity and interest in the features of objects and living things e.g. plants. Active experiential learning-Describe and talk about what they see hear, touch, smell and taste  **Induction**  Exploring new setting and looking after it. Compare to past Nursery settings.  **Looking after our environment**:  Explore ways that we can have an effect of the learning environment through our behaviour e.g tidy up time, not wasting water and resources, recycling, looking after indoor plants, keeping our learning environment clean and tidy, planting spring bulbs. Adults and children work together to make risk assessment posters and safety signs.  **Finding out about our school environment:** Through the induction process, find out about the school grounds through autumn and winter walks. Talk about the features we can see, take photographs and talk about what we do and do not like.  **Seasons that change:**  Look for signs of Autumn, through Autumn walks and investigate the change in weather.  Look at signs of winter, through winter walks and investigating the change in weather conditions.  **Explore natural and found objects linked to the changing seasons**  Being outdoors in the Autumn/Winter. Look closely at similarities and differences, patterns and change when exploring natural and found materials. Focus on decay and how nature changes as plants become dormant in winter. Explore the changes that take place in nature and with the weather and temperature in the autumn/winter time.  Explore the creatures in our garden in the autumn and winter time and find out about those that go into hibernation (e.g. hedgehogs). Explore how we can take care of the creatures in our garden at winter time.  **Comparing Places**  Begin display about our environment as it changes over the year. Explore what our garden looks and feels like in the autumn/winter.  Compare the learning environment with other places with cold climates by looking at photographs, maps and in books and stories.  **My Body**  Learn that we look different and begin to identify some similarities and differences between ourselves.  Naming the different parts of our bodies and identify functions of the body.  Finding out ourselves with regard to eating, sleeping, breathing, growing and how we change as we grow.  Explore using our senses –engage with feely boxes, senses trail, eye spy, taste testing, smelling scents and sound walks  Explore what happens when we wash our hands, when we eat etc and how these things have an impact on our health.  **Explore why things happen and how things work**  Find out how we are different to other animals Explore how our body works. Explore what happens when we wash our hands, when we eat etc and how these things have an impact on our health. Using our senses to investigate Explore hot and cold and the melting process  Explore light and dark including fluorescent and reflective materials and shadows. Link learning to bonfire night.  Find out about what makes liquids freeze and solids melt.  **Keeping Safe** Keeping safe when being out and about in the dark nights. Link to fluorescent colours and reflectors.  **Jigsaw**  - Being Me In My World  -Being Gentle  Technology  Learning Environment- Explore and enjoy investigating a range of ICT equipment in the setting including listening station, Smart board, PC, digital camera, IPad, Bee bots, light table, wind up toys Using tools- continuous provision enables children everyday access to tools that enable children to make changes to materials. They can be supported to learn how to manipulate them and make toys work with safety and control. Technology across the curriculum- software, tools, and technological equipment is used across all seven areas of learning to support children’s learning Exchanging and sharing information – digital imagery Use Ipads to record photographs and videos of important moments during daily play (PDR, recording PWP storytelling)  **Developing ideas and making them happen – data logging** Understanding that digital devices can show external changes using thermometers to measure temperature changes outdoors, and during freezing activities.  **Exchanging and sharing information-** **text processing and multimedia-** Learn about ways that we can make marks using ICT equipment. Make names using a keyboard and explore changing font.  **Exchanging and sharing information – digital imagery.**  Children begin to choose cameras and tablets to record photographs and videos of things that are important to them.  **Exchanging and sharing information** – **electronic communication** Adults involve children with composing and sending emails to special people, to find out information about visiting a new place, to say thank you. Say hello to Nursery teacher to tell them about their new classes and share special events with respective classes through TEAMs calls.  **Finding things out – research (internet and CD rom)** -Learn that we can find out information to support our research about ourselves, compare and contrast places and seasons through using ICT equipment  **Learning to operate ICT equipment**- Finding ways to use technological toys to explore using our senses- telescopes, use digital camera to record special moments.  **Using our bodies to make toys work-** the listening station using our sense of hearing Making sounds and images through exploring the IWB, projecting images with light and engaging with simple programmes Sharing interactive sound books Voice activated toys-. Learn about ways that we can record our voices.  **Using ICT equipment in the home** Encourage children to explore and explain how everyday ICT equipment can be used for a purpose at home and in everyday life, telephone, TV, mobile phone, iron, washing machine, microwave oven, digital clock, watch, camera, kitchen machines. | | The World  **Finding out more about the school and environment:**  Explore the indoor and outdoor environment in the wider school. Use aerial photographs of the school and the drone video to find out more about the environment.  Know that our school is in Birtley and begin to talk about the features of Birtley that they know. Compare what we know about Birtley to other towns that we see in stories, pictures and when we are out on visits. Describe what Birtley is like using knowledge from observation when out on local walks, discussion, stories, non-fiction texts and maps.  **In the garden** Explore the changing garden from winter into spring. Observe the emerging spring bulbs that were planted in the autumn time. Plant new seeds for observation including fruit and vegetables. Planting our own food and learning about where our food comes from.  **Looking after our environment**:  Explore ways that we can look after our school environment and consider ways that we can improve areas such as garden and play spaces.  Begin to identify risks in wider areas of school as they play outdoors in the extended school grounds. Talk about risks and safety with peers and staff. Explore ways that we can have an effect on creatures that live in the garden through our behaviour e.g weeding and clearing leaves, composting.  **Finding out about our world:**  Begin to understand about the concept of the world linking to cultural heritage of families in class–. Begin to learn that there are different places to live in our world.  **Seasons that change:**  Look for signs of spring through walks in the school grounds. Investigate the change in weather.  Look at signs of winter, through winter walks and investigating the change in weather conditions.  **Explore natural and found objects linked to the changing seasons** Being outdoors in the winter/spring. Look closely at similarities and differences, patterns and change when exploring natural and found materials. Focus on and how growth in nature changes as plants start to show new signs of life. Explore the changes that take place in nature and with the weather and temperature in the winter/spring time.  Explore the garden birds in the winter time and find out about how we can look after them. Take part in the BBC big garden bird watch.  **Comparing Places**Continue to build display about our environment as it changes over the year. Explore what our garden looks and feels like in the winter/spring.  **Animals and other Creatures**Exploring animals– Know that creatures have names and belong to different group. Name features and body parts of animals.  Show interest in the world around them, making observations and drawing pictures of animals and other creatures that they observe.  Explore a range of habitats, looking at why the animal lives like that. Know that humans and other animals can grow, and what they need to survive.  Find out about ourselves as mammals and how we compare to other mammals. Look at similarities and differences.  Compare animal habitats in different places for example creatures that live in the sea and the farm  **Explore why things happen and how things work**  Learn about the life cycle of frogs. Explore the changes that are taking place in our school pond.  Find out about tools that we can use when looking after pets through role play vets, a pet shops and by creating pet homes  Winter- explore and contrast countries with a colder climate.  **Keeping Safe** Keeping safe when handling pets. Invite blue cross dogs into school to find out about keeping safe when approaching and handling dogs.  Jigsaw- Dreams and Goals  -Jobs- looking after animals  -Setting goals in the environment  Jigsaw- Healthy Me –  Keeping our bodies healthy. Ourselves as living creatures.  Technology  **Developing ideas and making them happen –** **data logging** Understanding that digital devices can show external changes using digital camera to record animal behaviour, change to environment. Using simple age appropriate programs to create pictograms and tally charts.  **Exchanging and sharing information- text processing and multimedia-** Learn about ways that we can make marks using a wider range of ICT equipment. Introduce a keyboard. Make labels and signs for animal enclosures using a keyboard and explore changing font. Make pictures and simple representations using a paint program and change colour. Add text to a picture.  **Finding things out – research (internet and CD rom**) -Learn that we can find out information to support our research about animals, compare and contrast places and seasons and life cycles through using ICT equipment and search engines.  **Using ICT at school for a purpose to** make observations of animals, use a photocopier to make duplicates and record moments and events using camera and videos  **Using ICT equipment in the home**  Teach children to explore and explain how everyday ICT equipment can be used for a purpose at home, school and in everyday life, lawn mower, wheelbarrow, thermometer, hose pipe, watering can, metal detector. Use wildlife cameras to record animal behaviour in the garden. | | The World  **Transition**  Exploring new Year 1 setting and compare it to the Reception setting.  **Finding out more about the school and environment:**  Remember that we live in Birtley and look at some map, Google Earth and photographs.  **In the garden** Explore the changing garden from spring into summer. Observe the emerging flowers and leaves that we are now seeing thrive. Plant flowers in the garden to improve our play spaces. Harvest summer fruit and vegetables.  **Finding out more about the world and environment:**  Hear stories from different parts of the world.  Begin to understand the concept of the world, talking about differences and similarities from different places around the world –Summer explore and contrast culture in countries with a warmer climate and colder climate by looking in books, searching the internet, looking at maps and globes. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.  **Looking after our world**: Think about some of the measures that we have put in place to look after out learning areas and school grounds. Consider how we can apply these to looking after Birtley and the world. Hear about recycling, water waste and plastic pollution. Tend to our vegetable garden together and hear about food waste.  Travelling and adventures Learn about ways to travel that are better for our world and explore the impact of transport on our environment. Find out about how our travelling choices can have an impact on our world.  **Seasons that change:**  Look for signs of summer through walks in the school grounds and out in the local area and on out of school visits. Find out about the change in weather.  **Comparing Places-** Add to and talk about display about our outdoor environment as it changes over the year. Explore what our garden looks and feels like in the summer. Out of school visits to explore new environments. Find out about other places that have a hot climate and the features of these places.  **Exploring things that move and how they work**- Naming transport and modes of travel. Explore what makes them go including engines, wind, pushes and pulls, float and sink Look closely at real vehicles and explore how they work e.g. bike, car, tractor etc Explore toys that move through the air, on water or on wheels.  Find out about water resources and how they work Explore things that float and sink and experiment with creating resources that will transport small world toys on wheels or water.  **Keeping Safe** Stranger danger. Link discussion about stranger danger to stories about adventures. Revisit road safety before going on summer holiday. Find out about keeping safe near water.(RLSS)  Technology  **Developing ideas and making them happen – data logging** Understanding that digital devices can show external changes using timers to measure time, using a video recorder to record an event.  **Exchanging and sharing information- text processing and multimedia-** Learn about ways that we can make marks using ICT equipment. Make labels, signs and maps. Use a keyboard to begin to make simple captions  .  **Exchanging and sharing information – digital imagery**  Use tablets to record photographs and videos of important events and out of school visits  **Exchanging and sharing information** – **electronic communication** composing and sending emails to special people, involve children in composing emails to find out information about visiting a new place, to say thank you. Say hello to new Year one teacher and to share special events with respective classes through TEAMs calls.  **Developing ideas and making things happen – logo and control**  Use programmable toys such as Beebots and remote control vehicles to explore journeys. **Finding things out – research (internet and CD rom)** -Learn that we can find out information to support our research about seasons, travel and transport, and to compare and contrast places through using ICT equipment and search engines.  **Using ICT equipment in the community**-Encourage children to explore everyday ICT equipment that we use in everyday life, telephone, mobile phone, road crossing, transport, ticket machines, card machines, vending machine | |

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| **Year 1 ready:**  **ELGs**  **By the end of the EYFS at our school we aim for children to have achieved the ELGs and to have a Good Level of Development.** | **Past and Present ELG**  Talk about the lives of the people around them and their roles in society  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class  Understand the past through settings, characters and events encountered in books read in class and storytelling. | **The Natural World ELG**  Explore the natural world around them, making observations and drawing pictures of animals and plants  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | Year 1 Ready – Birtley East Primary School Aims |

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| **Expressive Arts and Design (Statutory Framework for the Early Years Foundation Stage: Educational Programmes)**  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. | | | | |
| **Expressive Arts and Design** | **Autumn Term : It’s Autumn Time!/All About Me**  (Starting Nursery, Finding out about ourselves and our feelings, keeping healthy and safe through routines, families and making friends, autumn festivals, dark and light, changes in the environment in Autumn ) | **Spring Term : It’s Spring Time!/Creatures**  (Garden Birds, Creatures in the garden, Pets, World Animals, other creatures such as story animals, Dinosaurs, fantasy animals etc) | | **Summer Term : It’s Summer Time!**  **Out and About in the Environment**  (Local Area, trips out with school and with our families, maps holidays, adventures further afield, adventures to fantasy places, moving on to Year 1) |
| **Expressive Arts and Design is a specific area of learning. It has strong links with**  **EYFS** Characteristics of Effective Learning  **National Curriculum:**  **Art and Design**  **Design Technology**  **Music**  **P.E** | Range 6 (Birth to 5 Matters Learning and Development). | | | |
| **Creating with Materials**  Begins to build a collection of songs and dances  Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to  Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking  Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.  Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. | | **Being Imaginative and Expressive**  Creates representations of both imaginary and real-life ideas, events, people and objects  Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes  Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping  Responds imaginatively to art works and objects, e.g. this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth  Introduces a storyline or narrative into their play  Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative | |
| Drawing/painting special memories from special days. | **AUTUMN**  **Creating with Materials**  Sounds and movement- daily routine enables opportunities for singing and responding to songs with action Planned weekly music time sessions enable children to join in with regular action and ring games. Learning songs related to planned and child-initiated themes.  **Using tools and materials**- Everyday opportunities available to create and experiment with colour, movement, materials, marks on large and small scale. Free flow learning environment enables transportation of materials to allow combining media and materials. Introduce changing materials as part of enhanced provision. Developing cutting, building, sticking, folding, mixing and combining skills through provision of child-initiated activities in a range of areas  **Construction, building and balancing**- the learning environment offers daily opportunities for building and balancing with open ended loose parts, small and large-scale construction blocks and kits  **Sound and Movement** (Music)  **Autumn 1 Learn about Timbre:**  Body Sounds  Vocal Sounds  Vocal Sounds (Animal)  Sound Makers  Instrumental Sounds  Using sound effects  **Autumn 2 Learn about Duration:**  Short sounds  Long sounds  Contrast between long and short sounds  Steady pulse or beat  Rhythm patterns  Build on songs and rhymes taught in Nursery to increase repertoire.  Learn Christmas songs and other songs linked to special occasions  Listen to a range of music that invokes feelings.  Listening to classical winter themed music  Use instruments to create winter sound effects.  Learning songs and performing at Christmas Nativity Play.  **Exploring colour**  Learn more about colours and colour mixing in the learning environment and in nature as autumn turns to winter. Explore hot and cold colours through finding out about colour change in the natural environment.  Making self -portraits and colour mixing for hair, skin, eye colours  Paint representations of events. Begin to record explanation of artwork.  Explore light and dark using charcoals and chalks, exploring how to create different effects with these materials.  **Explore Patterns and Texture:**  Experiment with making textures using resources available.  Talk about texture and pattern when making marks in clay.  **Making representations**  Use a range of art materials available to make simple representations of important people and objects to us. Learning that they can draw pictures and make models that represent people adding more details.  Making clay faces using tools and techniques guided by an adult.  **Famous art work-**  Explore famous self-portraits including Picasso, Van Gogh, Arcimboldo recreating styles, colours and textures. using materials and resources available.  Recreating art from own and other cultures, Diwali lamps, tie dying, Mhendi patterns, Christmas  **Building and constructing**  Construct with a purpose in mind using a range of resources.  Learn to make choices about most effective joining techniques using tools and resources available in learning environment (glue, glue stick sticky tape, masking tape)  Construct with junk modelling resources, display creations and/or take picture of children’s creations and record (visually or written down) explaining what they did.  Being Imaginative  Imaginative play opportunities: Staff respond to children’s experiences through daily provision of resources to play imaginatively based on individual experiences  Use representation as a means of communication- open ended resources continuously available for use as props. Active play opportunities throughout daily routine enables opportunities to make sense of what they see, hear, touch and feel and responding imaginatively. Talk about their creations and what their intentions are.  Respond to comments and questions about their creations- Develop engaging in role play and small world play based on first hand experiences Develop using their imagination in art and design, music, dance, imaginative and role play and stories  **Role Play**- Engage in imaginative play with other children. Begin to move on from what they know to explore other possibilities including fantasy play. Possible Reception imaginative and role play themes may include extending Home area ideas to include occupations and extend role play based on family experiences including representation of the range of cultures within the cohort. Use resources available to create props.  **Responding imaginatively to artwork, objects and experiences of nature** Paintings /drawings/models of self and family members using mirrors and photograph, focus on expressions as we experience different feelings.  Explore the changing seasons outdoors as autumn turns into winter. Use sound, colour, movement and music to respond imaginatively reflecting preferred form of expression. Link to festivals and occasions in the autumn term.  Listen to music and make up their own dances in response.  **Adding storylines and narratives within play**  Play alongside others to make up stories about and based upon their own experiences with small world toys and through mark making Use PWP story structures to support building narratives into play using a range of resources and props  Take part in Nativity role play  **Plan, Do Review**: Plan, carry out and evaluate and change projects. | **SPRING**  **Creating with Materials**  **Sound and Movement** (Music)  **Spring 1 Learn about Pitch:**  High and Low sounds  Getting higher and lower  Pitch- making voices  Pitch-making instruments  **Spring 2 Learn about Dynamics**  Loud Sounds  Quiet Sounds  Loud and Quiet together  Getting louder and quieter  Learning songs and performing at Mother’s Day celebration and Easter time  Continue to build a repertoire of songs, dances, rhymes. Develop skill of moving in time with music.  **Exploring colour**  Learn more about colours and colour mixing in the learning environment and in nature as winter turns into spring. Explore colour mixing and changing colours.  Making shades of colours using light and dark to explore colour changes in nature. Use language to describe shades.  Use what they know about pastels and shades of colours to use create different effects in response to nature and art work.  **Explore Patterns and Texture:**  Create rubbings of leaves/plants to observe natural patterns.  Explore and recreate animal patterns.  Learn how to use tools to apply paint to represent different textures and animal skin print.  Use different techniques including painting and printing animal patterns.  Printing and patterns on Easter eggs  **Making representations**  Use art materials, tools and techniques with increasing control to make simple representations of animals and other creatures in their environment.  Manipulates materials to achieve a planned effect and select resources and tools to achieve a particular outcome.  Use tools and techniques for a specific purpose with increasing control and in safety.  **Famous art work**-  Recreate and respond in own way to, artwork linked to creatures through our knowledge of art in picture books e.g. Maurice Sendak, Lucy Cousins, Eric Carle recreating styles, colours and textures. using materials and resources available.  **Recreating art from own and other cultures**, Recreating art from other cultures, Chinese dragon dances, Easter  **Building and constructing**  Construct with a purpose in mind using a range of resources. Explain the processes they have used.  Use tools and techniques for a specific purpose with increasing control and in safety.(stapler, hole punch crimper)  Being Imaginative  **Role Play-** possible imaginative and role play themes may include Vet Pet shop Zoo keeper.  Use a range of resources to create own props to support and enhance role-play. Play alongside others cooperatively building role play ideas together.  **Responding imaginatively to artwork and objects-** Paintings /drawings/models of animals and fantasy creatures  Explore the changing seasons outdoors as winter turns into spring. Use sound, colour, movement and music to respond imaginatively reflecting preferred form of expression. Link to festivals and occasions in the spring term. Begin to combine art forms.  **Adding storylines and narratives within play** Making up stories about and based upon stories they are familiar with that link to creatures and being out and about in the changing seasons. Use small world toys, natural materials and mark making resources. Use PWP story structures to support building narratives into play using a range of resources and props  Respond to animal stories through role play and puppet shows, music and dance, painting, drawing and model making  **Plan, Do Review**: Plan, carry out and evaluate and change projects. | | **SUMMER**  Creating with Materials  **Sound and Movement** (Music)  **Summer 1 Learn about Tempo:**  Fast and slow  Faster and slower  Changing the tempo  **Summer 2**  **Learn about Texture:**  Using voices  Using instruments  Learning songs and performing at end of year celebrations. Make up songs and dances and explore with ways of changing them.  Explore music that reflects cultures within our cohort  Use music and movement to make representation of hot and cold places.  **Exploring colour**  Learn more about colours and colour mixing in the learning environment and changing colours throughout the summer time season.  Create hot colours and contrast to cold colours linked to changing temperature. Choose and create colours for a purpose. Making shades of hot and cool colours using light and dark to explore colour changes in nature.  Draw on knowledge of materials to choose and select with intention.  Learn about watercolours and mixing powder paints with water. Compare to other paints used.  **Explore Patterns and Texture:**  Explore colours and patterns associated with summer flowers and natural things found in the summer time garden, explore colours and camouflage.  Draw on knowledge of tools taught over the year to apply paint reflecting patterns in nature. Use tools and techniques for a specific purpose with increasing control and in safety.  **Making representations:**  Enclose space to create representations of people and animals for example, adding details and mixing media to create effects.  Use art materials to make simple representations of places and weather drawing on what they know about making textures and watery effects.  Create representations of both imaginary and real-life ideas, events, people and objects.  **Famous art work** Explore and recreate artwork from other cultures around the world Produce a piece of artwork using an artist’s style as a stimulus.  **Building and constructing**  Design and make homes and buildings they see out and about in the environment using 3D media.  Experimenting with colour, design, texture, form and function.  Being Imaginative  **Role Play**- possible imaginative and role play themes may include Travel agents, local shop, seaside, ice cream shop, summer food shops and cafes, camping and outdoor living scenarios. Use a range of resources to create own props to support and enhance role-play. Play alongside others cooperatively building role play ideas together.  **Responding imaginatively to artwork and objects-** Paintings /drawings/models of contrasting environments  Explore the changing seasons outdoors as spring turns into summer. Use sound, colour, movement and music to respond imaginatively reflecting preferred form of expression. Link to festivals and occasions in the summer term. Begin to combine art forms.  **Adding storylines and narratives within play** Making up stories about and based upon stories they are familiar with that link to travel and transport and being out and about in the changing seasons. Use small world toys, natural materials and mark making resources. Use PWP story structures to support building narratives into play using a range of resources and props Respond to holidays adventure stories through role play and puppet shows, music and dance, painting, drawing and model making  **Plan, Do Review**: Plan, carry out and evaluate and change projects.  Use different forms of art to communicate feeling and opinions; e.g. drama, movement, dance, and music.  Respond imaginatively to different art forms and sharing their opinions on them |
| **Year 1 ready:**  **ELGs**  **By the end of the EYFS at our school we aim for children to have achieved the ELGs and to have a Good Level of Development.** | Creating with Materials ELG  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;    Share their creations, explaining the process they have used;  Make use of props and materials when role playing characters in narratives and stories. | Being Imaginative and Expressive ELG  Invent, adapt and recount narratives and stories with peers and their teacher;  Sing a range of well-known nursery rhymes and songs;  Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. | | Year 1 Ready – Birtley East Primary School Aims  Children who are confident to sing, dance, act, share their creations and can explore, use and refine a variety of artistic effects to express ideas and feelings.  Children are creative and expressive and can use a range of mediums to share their ideas.  Children who can use their own imaginative skills to develop their own narratives, songs and dances,  Children who can use a range of materials, tools and techniques effectively and fit for purpose.  Children who can create collaboratively sharing ideas, resources and skills.  Children who are given a range of experiences to watch performances – musical, theatre, sports and talk about their feelings and responses. |