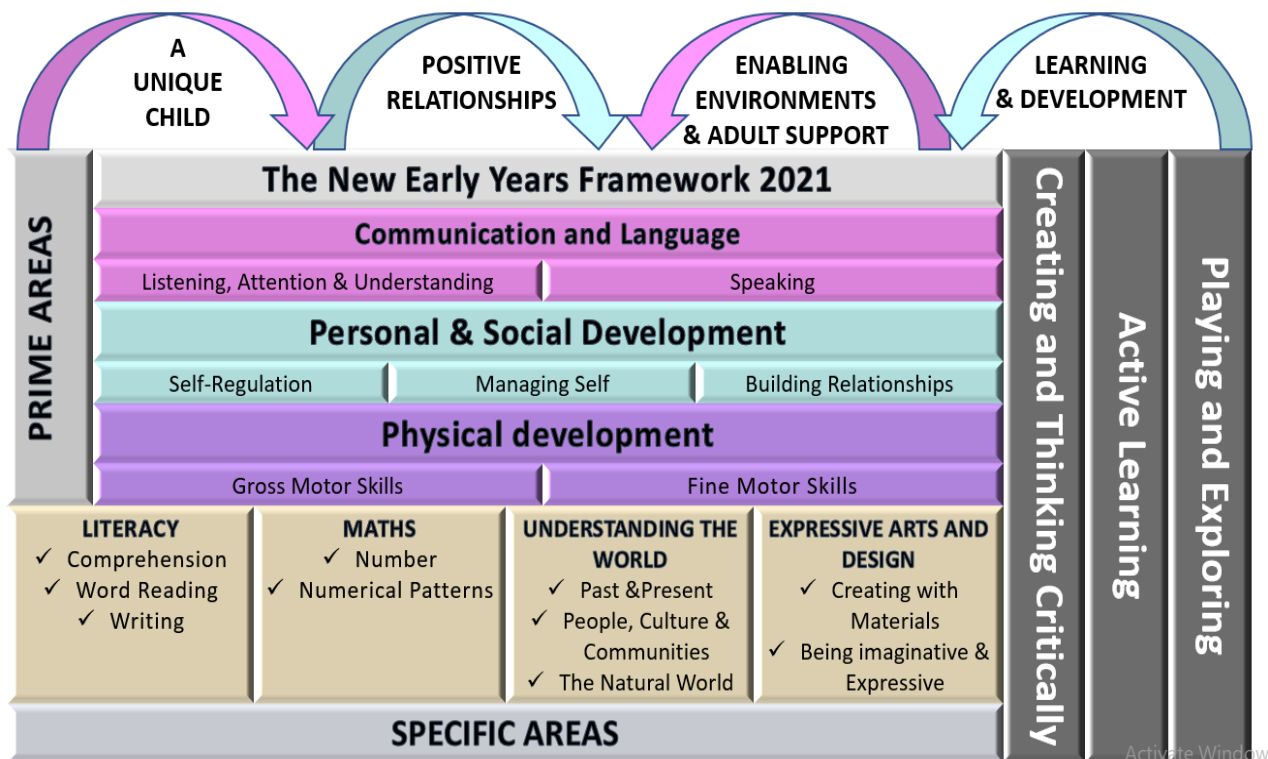




Manadon Vale
Primary School

FOUNDATION STAGE LONG TERM PLAN 26-27



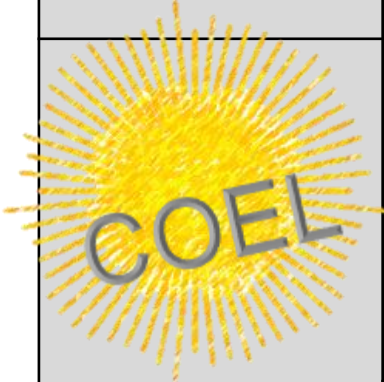
FOUNDATION STAGE LONG TERM PLAN 26-27

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES NB: <i>THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS</i>	ALL ABOUT ME! - Starting school / my new class / New Beginnings - People who help us / Careers/superheroes/ - My family / PSED focus /relationships/feelings - What am I good at? Autumn	ONCE UPON A TIME - Traditional tales - The Nativity - Letters to Father Christmas - Winter	DINOSAURS - Herbivores/Carnivores - Dinosaur facts - Dinosaur songs - Past and present - Poems and rhymes - Fossils- Mary Anning	NEW LIFE - What lives in our pond? - Life cycles - Spring - Farm animals - Easter	LIFE ON THE OCEAN WAVE- PIRATES - Pirates - Ocean life - Summer	LIFE ON THE OCEAN WAVE - Marine life - Seasides in the past - Pirates - Transition to Year One
HIGH QUALITY TEXTS	My Class is a family Harry and the dinosaurs got to school Superhero School Supertato series	Goldilocks and the Three Bears The Gingerbread Man The Three Little Pigs The Christmas Story Firework poetry	Katie and the Dinosaurs Little Kids First Book Big of Dinosaurs (Bookbuds text) Extra texts to read during story times: Harry and the Dinosaurs collection Stomp Dinosaur Stomp Dear Dinosaur The Hugasaurus	Non-fiction books on chicks and life cycles Dora's eggs What the Ladybird Heard Hello Spring by Jo Lindley The Very Hungry Caterpillar Dora's chicks	My Granny is a pirate Sir Charlie Stinky Socks Tiddler The Singing Mermaid	Sharing a Shell Shark Lady Somebody Swallowed Stanley Finding Nemo Finding Dory The Big Book Of The Blue
SIGNIFICANT EVENTS	Black History Month-October Harvest	Guy Fawkes / Bonfire Night Diwali Remembrance Day Anti Bullying Week Christmas Time	Valentines day Lunar New Year/Chinese New Year Shrove Tuesday	World Book Day Mother's Day Red Nose Day	Pirate weekend Father's Day	World Ocean Day

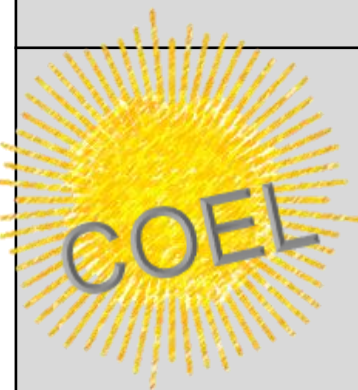
TEXTS TO BE READ THROUGHOUT THE YEAR DURING STORY TIME SESSION

BAME MAIN CHARACTERS	CULTURAL DIVERSITY	NEURODIVERSITY	PHYSICAL DISABILITIES	DIFFERENT FAMILIES
SO MUCH SHINE ASTRO GIRL LULU'S FIRST DAY BABY GOES TO MARKET MOMMY SAYING FULL, FULL FULL OF LOVE 15 THINGS NOT TO DO WITH A PUPPY JABARI JUMPS IZZY GIZMO LITTLE PEOPLE BIG DREAMS BOOKS	THE BIG BOOK OF FAMILIES MAISIE'S SCRAPBOOK HATS OF FAITH THE JASMINE SNEEZE GOLDEN DOMES AND SILVER LANTERNS	WE'RE ALL WONDERS PERFECTLY NORMAN INCREDIBLE YOU I SEE THINGS DIFFERENTLY MR GORSKI I THINK I HAVE THE WIGGLE FIDGETS BECAUSE WHAT MAKES ME A ME? THE UNBUDGABLE CURMUDGEON	ITS OK TO BE DIFFERENT WHEN CHARLIE MET EMMA ONLY ONE YOU DON'T CALL ME SPECIAL HAPPY TO BE ME MILLIE GETS HER SUPER EARS	MY PIRATE MUMS MT TWO GRANDADS THE GIRL WITH TWO DADS WE ARE FAMILY MORE PEOPLE TO LOVE ME OUR CLASS IS A FAMILY LOVE MAKES A FAMILY HEATHER HAS TWO MUMMIES

FOUNDATION STAGE LONG TERM PLAN 26-27

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	ONCE UPON A TIME	DINOSAURS	NEW LIFE	LIFE ON THE OCEAN WAVE-PIRATES	LIFE ON THE OCEAN WAVE
  OVER ARCHING PRINCIPLES	Characteristics of Effective Learning Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others. <i>PLAY: At Manadon, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of ‘Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.’ EYFS Team</i> We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.					

FOUNDATION STAGE LONG TERM PLAN 26-27

MANADON VALE PRIMARY SCHOOL FOUNDATION STAGE LEARNING PLAN YEAR 2021						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	ONCE UPON A TIME	DINOSAURS	NEW LIFE	LIFE ON THE OCEAN WAVE	
  OVER ARCHING PRINCIPLES	Characteristics of Effective Learning Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others. <i>PLAY: At Manadon, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of ‘Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.’ EYFS Team</i> We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.					

FOUNDATION STAGE LONG TERM PLAN 26-27

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	ONCE UPON A TIME	DINOSAURS	NEW LIFE	LIFE ON THE OCEAN WAVE	
COMMUNICATION AND LANGUAGE Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.	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 a dults 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 .					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSED times, stories, singing, speech and language interventions, EYFS productions and Talk Boost interventions. DAILY STORY TIME USING HIGH QUALITY TEXTS (FROM THE READING FOR PLEASURE LIST)	Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? About family routines and special occasions Show an interest in the lives of other people Follow instructions (settling in, putting my things away) Develop vocabulary: Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”)	Develop vocabulary: Talk Boost interventions Discovering Passions Tell me a story - retelling stories: Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary. Learning songs and lines for Christmas performances	Develop vocabulary: Talk Boost interventions Quality Interactions Using language well Ask’s how and why questions... Retell a story with story language Reciting poems and songs I can learn and recite, poems and songs: Rhyme of the week Remember key points from a story Ask questions to find out more and to check they understand what has been said to them. I can describe events (Chinese New Year) Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and	Talk Boost explore vocab Reciting poems and songs I can learn and recite, poems and songs: Rhyme of the week Tell me a story - retelling stories: talk for writing Articulate a life cycle I can listen to and engage in and talk about selected non-fiction I can articulate my ideas and thoughts into well-formed sentences I ask questions to find out more	Talk Boost Explore Vocab I can learn and recite, poems and songs: Rhyme of the week I can listen to, engage in and talk about non-fiction Using the iPad to take a photograph I can describe events in some detail: trip, Tell me about differences? Talk Boost Explore Vocab I can learn and recite, poems and songs: Rhyme of the week I can talk about similarities and differences between things in the past and now (seasides) I can talk about the experiences I have had at different points in the school	

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	ONCE UPON A TIME	DINOSAURS	NEW LIFE	LIFE ON THE OCEAN WAVE	
COMMUNICATION AND LANGUAGE Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.	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 .					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSED times, stories, singing, speech and language interventions, EYFS productions and Talk Boost interventions. DAILY STORY TIME USING HIGH QUALITY TEXTS (FROM THE READING FOR PLEASURE LIST)	Emerging skills (3-4 years) Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.		Developing skills (reception) Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them.		Extended skills (ELG) Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound.	
	<u>Examples of how to support this (from development matters)</u> Offer children at least a daily story time as well as sharing books throughout the session. If they are busy in their play, children may not be able to switch their attention and listen to what you say. When you need to, help young children to switch their attention from what they are doing to what you are saying. Give them a clear prompt. Suggestion: say the child’s name and then: “Please stop and listen”. Extend children’s vocabulary, explaining unfamiliar words and concepts and making sure children have understood what they mean through stories and other activities. These should include words and concepts which occur frequently in books and other contexts but are not used every day by many young children. Suggestion: use scientific vocabulary when talking about the parts of a flower or an insect, or different types of rocks. Examples from ‘The Gruffalo’ include: ‘stroll’, ‘roasted’, ‘knobbly’, ‘wart’ and ‘feast’. Provide children with a rich language environment by sharing books and		<u>Examples of how to support this (from development matters)</u> Promote and model active listening skills: “Wait a minute, I need to get into a good position for listening, I can’t see you. Let’s be quiet so I can concentrate on what you’re saying.” Signal when you want children to listen: “Listen carefully now for how many animals are on the broom.” Link listening with learning: “I could tell you were going to say the right answer, you were listening so carefully.” Identify new vocabulary before planning activities, for example, changes in materials: ‘dissolving’, ‘drying’, ‘evaporating’; in music: ‘percussion’, ‘tambourine’. Bring in objects, pictures and photographs to talk about, for example vegetables to taste, smell and feel. Discuss which category the word is in, for example: “A cabbage is a kind of vegetable. It’s a bit like a sprout but much bigger”. Have fun saying the word in an exaggerated manner. Use picture cue cards to talk about an object: “What colour is it? Where would you find it? What shape is it? What does it smell like? What does it look like? What does		<u>Examples of how to support this (from development matters)</u> Read and re-read selected stories. Show enjoyment of the story using your voice and manner to make the meaning clear. Use different voices for the narrator and each character. Make asides, commenting on what is happening in a story: “That looks dangerous – I’m sure they’re all going to fall off that broom!” Link events in a story to your own experiences. Talk about the plot and the main problem in the story. Identify the main characters in the story, and talk about their feelings, actions and motives. Take on different roles in imaginative play, to interact and negotiate with people in longer conversations. Practise possible conversations between characters. Make familiar books available for children to share at school and at home. Make time for children to tell each other stories they have heard, or to visitors. Have fun with phrases from the story through the day: “I searched for a pencil, but no pencil could be found.” Explain new	

FOUNDATION STAGE LONG TERM PLAN 26-27 C&L CONTINUED

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	ONCE UPON A TIME	DINOSAURS	NEW LIFE	LIFE ON THE OCEAN WAVE	
COMMUNICATION AND LANGUAGE Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.	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 a dults 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 .					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSED times, stories, singing, speech and language interventions, EYFS productions and Talk Boost interventions. DAILY STORY TIME USING HIGH QUALITY TEXTS (FROM THE READING FOR PLEASURE LIST)	Emerging skills (3-4 years) Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’. Use longer sentences of four to six words Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”		Developing skills Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases Engage in storytimes		Extended skills Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	
	<u>Examples of how to support this (from development matters)</u> Children may use ungrammatical forms like ‘I swimmed’. Instead of correcting them, recast what the child said. For example: “How lovely that you swam in the sea on holiday”. When children have difficulties with correct pronunciation, reply naturally to what they say. Pronounce the word correctly so they hear the correct model. Expand on children’s phrases. For example, if a child says, “going out shop”, you could reply: “Yes, Henna is going to the shop”. As well as adding language, add new ideas. For example: “I wonder if they’ll get the 26 bus?” Model language that promotes thinking and challenges children: “I can see that’s empty – I wonder what happened to the snail that used to be in that shell?” Open-ended questions like “I wonder what would happen if...?” encourage more thinking and longer responses. Sustained shared thinking is especially powerful. This is		<u>Examples of how to support this (from development matters)</u> Use complete sentences in your everyday talk. Help children build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters. Narrate your own and children’s actions: “I’ve never seen so many beautiful bubbles, I can see all the colours of the rainbow in them.” Build upon their incidental talk: “Your tower is definitely the tallest I’ve seen all week. Do you think you’ll make it any higher?” Suggestion: ask open questions - “How did you make that? Why does the wheel move so easily? What will happen if you do that?” Instead of correcting, model accurate irregular grammar such as past tense, plurals, complex sentences: “That’s right: you drank your milk quickly; you were quicker than Darren.” Narrate events and actions: “I knew it must be cold outside because he was putting on his coat and hat.” Remind children of previous events: “Do you remember when we forgot to wear our raincoats last week? It poured so much that we got drenched!” Extend their thinking: “You’ve thought really		<u>Examples of how to support this (from development matters)</u> Select traditional and contemporary poems and rhymes to read aloud to children. Help children to join in with refrains and learn some verses by heart using call and response. When singing songs by heart, talk about words in repeated phrases from within a refrain or verse so that word boundaries are noticed and not blurred: “Listen carefully, what words can you hear? Oncesuppona time: once – upon – a – time.” Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons. Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to	



FOUNDATION STAGE LONG TERM PLAN 26-27

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	DINOSAURS	NEW LIFE	PIRATES	LIFE ON THE OCEAN WAVE
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
MANAGING SELF SELF REGULATION MAKING RELATIONSHIPS	JIGSAW 'Being Me in My World' 'Who...Me?!' 'How am I feeling today?' 'Being at school' 'Gentle hands' 'Our Rights' 'Our Responsibilities'	JIGSAW 'What I am Good at' 'I'm Special, I'm Me!' 'Families' 'Houses and Homes' 'Making relationships' 'Standing up for yourself'	JIGSAW 'Dreams and Goals' 'Challenge' 'Never Giving Up' Setting a Goal' 'Obstacles and Support' 'Flight to the Future' 'Award Ceremony'	JIGSAW 'Healthy Me' 'Everybody's Body' 'We Like to Move it Move it!' 'Food Glorious Food' 'Sweet Dreams' 'Keeping Clean' 'Stranger Danger'	JIGSAW 'Relationships' 'Make friends, Make Friends, Never Ever Break Friends! Part 1' 'Make friends, Make Friends, Never Ever Break Friends! Part 2' Falling Out and Bullying Part 1 Falling out and Bullying Part 2 Being the Best, we can Be	JIGSAW 'Changing Me' 'My Body' 'Respecting my body' 'Growing up' 'Fun and Fears Part 1' 'Fun and Fears Part 2' 'Celebration'

Early learning Goals: 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

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Primary School		AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2		SUMMER 1		SUMMER 2			
GENERAL THEMES		ALL ABOUT ME!		TRADITIONAL TALES		DINOSAURS		NEW LIFE		PIRATES		LIFE ON THE OCEAN WAVE			
PHYSICAL DEVELOPMENT FINE MOTOR Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES GROSS MOTOR		Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence . Taken from Development Matters													
		Threading, cutting, weaving, playdough-r, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Taking shoes off and putting them on Resources to facilitate: Play Dough Muffin tins Metal trays Cookie cutters Rolling pins Dough stampers Bowls and dishes		Threading, cutting, weaving, playdough-begin to introduce tools to extend skills , Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Resources to facilitate: Play Dough Muffin tins Metal trays Cookie cutters Rolling pins Dough stampers Bowls and dishes		Threading, cutting, weaving, playdough-rolling , Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / zips Cutting with Scissors Resources to facilitate: Extruders with patterned ends Plastic knives Metal trays and tins in different sizes Introduce tougher malleable materials such as clay		Threading, cutting, weaving, playdough-rolling, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognizable letters most correctly formed Resources to facilitate: Extruders with patterned ends Plastic knives Metal trays and tins in different sizes Introduce tougher malleable materials such as clay		Threading, cutting, weaving, playdough-addition of tools , Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle Resources to facilitate: Modelling clay, Clay and clay tools Clay boards Water - (to be used to shape and mould clay) Lollipop sticks, matchsticks etc		Threading, cutting, weaving, playdough-use of water for molding and shaping, Fine Motor activities. Form letters correctly Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego Resources to facilitate: Modelling clay, Clay and clay tools Clay boards Water - (to be used to shape and mould clay) Lollipop sticks, matchsticks etc			
		Listening games- baseline Cosmic kids yoga Superhero assault course Autumn Leaves dance Playground games		Firework dancing Fun gym shapes using the Cambridge scheme Practicing running skills outside part of playground games Throwing and catching with increasing control Practice dribbling a ball		Dinosaur Dancing – looking at dinosaurs and moving to music like them. Fun gym shapes-Cambridge scheme Lunar new year dance Dinosaur yoga Rob the Bank, dinosaur tag – stealing dinosaur eggs. Chasing and fleeing games.		Exploring ways to balance Travelling safely on box, benches and using climbing frame. Throwing and catching Throwing at a target Bounce and throw games – simplified dodgeball.		Boogie Beebies and Just Dance – pirate dance Planning a collaborative pirate dance then performing. Under the sea – sea creatures Football skills – kicking, pass to partner, controlling the ball, moving around slalom.		Sports Day practise – egg and spoon, over & over, potato race, throwing at a target, hobby horses, obstacle course, kicking into goal. Circus and ribbon dancing. Parachute games. Multi skills.			
		Continuous Provision:						<table><tr><th>Gross Motor Skills</th><th>Fine Motor Skills</th></tr><tr><td> - 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. </td><td> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paintbrushes and cutlery. - Begin to show accuracy and care when drawing. </td></tr></table>						Gross Motor Skills	Fine Motor Skills
Gross Motor Skills	Fine Motor Skills														
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E.L.C. Gross Motor Skills						E.L.C. Fine Motor Skills									

FOUNDATION STAGE LONG TERM PLAN 26-27

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TRADITIONAL TALES	DINOSAURS	NEW LIFE	LIFE ON THE OCEAN WAVE	
PHYSICAL DEVELOPMENT FINE MOTOR Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES DURING MORNING TASKS AND IN CONTINUOUS PROVISION	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence . Taken from Development Matters					
	Emerging Skills:		Developing Skills		Extended Skills	
	Posting (hand/eye co-ordination) • Putting coins/cards in a container with a slit • Use of hands to post items into containers		Posting (hand/eye co-ordination) • Large pegs on pegboards • Scoops/spoons to put objects into containers • Balancing small balls on golf tees		Posting (hand/eye co-ordination) Small pegs onto peg boards • Small matchsticks into small holes • Balancing marbles on golf tees	
	Squeezing • Popping bubble wrap • Moulding dough into different shapes • Washing up liquid bottles to empty liquid out		Squeezing • Pipettes to squeeze out one drop of liquid • Sponges to squeeze out water • Pegs onto cardboard shapes/pieces of ribbon		Squeezing • Tweezers to pick up small objects • Tongs to pick up small objects • Feed the tennis ball mouths (cut a slit in a ball and then squeeze to open it as a mouth shape)	
	Threading • Threading chunky beads onto pipe cleaners • Threading tubing (cut up toilet rolls/ kitchen rolls) onto string		Threading • Threading pasta onto string • Threading pipe cleaners into colanders/plant pots/air flow balls • Thread cut up straws onto pipe cleaners, threading leaves onto sticks		Threading Threading smaller beads (pony beads) onto string or onto pasta stuck into dough) • Threading beads onto pipe cleaners to make bracelets • Weaving ribbon • Hanging objects onto trees/twigs • Threading nuts and bolts	
	Resources to facilitate Coins Posting boxes Bubble wrap Dough Chunky beads Pipe cleaners		Resources to facilitate Large pegs Scoops and spoons Small balls Pipettes Sponges Pegs Pasta Pipe cleaners, straws		Resources to facilitate Pegs Pegboards Marbles Golf tees Tweezers Tongs Beads Pasta Ribbon Nuts and bolts	

FOUNDATION STAGE LONG TERM PLAN 26-27

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2			
GENERAL THEMES	ALL ABOUT ME!	ONCE UPON A TIME	DINOSAURS	NEW LIFE	PIRATES	LIFE OF THE OCEAN WAVE			
LITERACY COMPREHENSION - DEVELOPING A PASSION FOR READING	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)								
	I can show a preference for a book, song or rhyme.	I can talk about events and characters in a story read to me. I can join in with rhymes and stories. I can fill in missing words from well-known rhymes	I can show interest and answer simple questions about the text I use words that I know to check my reading makes sense	I can demonstrate understanding when talking about what I have read I can repeat words or phrases to check my reading	I am beginning to notice if my reading makes sense and looks right I think about what I already know to help me with my reading I can say rhymes by heart I can sometimes notice errors I know that illustrations can help me make sense of my reading	I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG) I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)			
	<table><tr><th>Comprehension</th><th>Word Reading</th></tr><tr><td> - 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. </td><td> - Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound-blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. </td></tr></table>						Comprehension	Word Reading	- 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.
Comprehension	Word Reading								
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FOUNDATION STAGE LONG TERM PLAN 26-27

GENERAL THEMES

ALL ABOUT ME!

ONCE UPON A TIME

DINOSAURS

NEW LIFE

LIFE OF THE OCEAN WAVE

LITERACY

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

Emerging Skills:

Developing Skills:

Extended Skills:

Phonics:

- May notice the first letter of their name or familiar word • Enjoys rhymes and songs together, tuning in and paying attention • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo • Say some of the words in songs and rhymes • Copy finger movements and other gestures • Sings songs and says rhymes independently e.g., singing whilst playing

Phonics:

- Spot and suggest rhymes • Count and clap syllables in a word

Phonics:

- Can remember and recite songs and rhymes • Read individual letters by saying the sounds for them • Blend sounds into simple words • Read cvc words • Read some letter groups that each represent one sound and say sounds for them (e.g., th, sh, ee, igh) • Use finger to say each sound

Comprehension:

- Develops play around favourite stories and uses props • Asks questions about the book
- Makes comments and shares their own ideas • Can hold a book correctly • Points to pictures and locates images

Comprehension:

- Learn new vocabulary linked to stories • Print has meaning • Print can have different purposes • English text is read from left to right and from top to bottom • Can name different parts of a book • Page sequencing • Repeats refrains in stories and poems • Can talk about what is happening in the pictures

Comprehension:

- Recall facts from non-fiction books • Asks and answers questions about a book • Gives suggestions on what might happen next • Predicts an ending • Relate own knowledge and experience to the story • Make links to other stories that are similar • Can describe a setting, or character • Can discuss events in the story

Word Reading:

- Pays attention and responds to the pictures or the words • Notices some print in the environment (e.g. logos, door number, bus or name)

Word Reading:

- Recognise words with the same initial sound • Start to recognise their name and other familiar words

Word Reading:

- Make attempts to follow text with finger • Read a few common exception words matched to the school's phonic programme • Read simple phrases and words made up of words with known GPCs • Read some tricky words that can't be decoded

Storytelling:

- Enjoys sharing books with an adult • Has favourite books and seeks out others to share with, or looks at it alone • Repeats words and phrases from familiar stories

Storytelling:

- Listens and talks about stories to build familiarity • Starts to retell a familiar event • Continues to repeat words and phrases

Storytelling:

- Re-read books to build up confidence in retelling • Uses and creates story maps to prompt retelling stories • Retell stories

COMPREHENSION - DEVELOPING A PASSION FOR READING

WORD READING

ELS phonics scheme

FOUNDATION STAGE LONG TERM PLAN 26-27

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	ONCE UPON A TIME	DINOSAURS	NEW LIFE	LIFE ON THE OCEAN WAVE	
WRITING AND FOCUS TEXTS USED AS STIMULUS ACROSS THE YEAR TEXTS MAY VARY CHILDREN'S INTERESTS	Texts as a Stimulus: My Class is a family (week 2) Harry and the dinosaurs go to school (week 3) Supertato (week 4/5) Poem 'I'm a little hedgehog' and 'Autumn leaves' (week 6/7) Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Name writing Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images.. Names Labels. Writing for a purpose in role play Draw (and label) a friend Design supervog and begin to mark make to represent words Write 'wonder words' about autumn Daily phonics books HTR&S WORDS	Texts as a Stimulus: The Three Little Pigs (weeks 1 and 2) Goldilocks and The Three Bears (weeks 3 and 4) The Gingerbread Man (week 5 and 6) Recount, Name writing, labelling, story scribing. Retelling stories, letter writing Writing HTR&S words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Onomatopoeia-firework words Stop wolf signs, wanted posters, list of ingredients, letter to elf/Father Christmas Daily phonics workbooks	Texts as a Stimulus: The Little Kids First Big Book of Dinosaurs- Bookbuds text (weeks 1-4) Katie and the Dinosaurs (weeks 5 and 6) Exciting adjectives 'Wow words' Dinosaur facts, dinosaur passports, label a dinosaur Story plans and story writing Writing HTR&S words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Daily phonics workbooks	Texts as a Stimulus: Dora's Eggs (week 1 and 2) What the Ladybird Heard (week 3 & 4) Hello Spring (weeks 5/6) Writing simple sentences. Writing short sentences to accompany story maps. Writing apology letters to the animals in 'What the Ladybird heard.' Writing about farm animals from Dora's eggs. Story recall. Labels and captions – life cycles HTR&S words Daily phonics workbooks	Texts as a Stimulus: My Granny is a Pirate (week 1) Tiddler (week 2/3) The Singing Mermaid (week 4/5) Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words Non fiction Story writing, writing sentences using a range of HTR&S words that are spelt correctly. Writing and planning our own 'Tiddler' adventure Story Planning a Pirate Map- adding some CVC words and short phrases. Labelling the map. What do I want to be in the circus? Writing a sentence about what I want to be and why. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories.	Texts as a Stimulus: The Big Book Of The Blue (week 1&2) Sharing a Shell (week 3 and 4) Finding Nemo/Finding Dory (week 5,6) Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words Non fiction Story writing, writing sentences using a range of HTR&S words that are spelt correctly. .Character description –sea creatures Writing about what we find in a rock pool- using adjectives/wow words My favourite character description and why Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Daily phonics workbooks

FOUNDATION STAGE LONG TERM PLAN 26-27

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	ONCE UPON A TIME	DINOSAURS	NEW LIFE	LIFE ON THE OCEAN WAVE	
COMMON PLAY BEHAVIOURS WRITING	Emerging Skills • Controls scribbles • Draws circles. Lines and other patterns • Marks do not communicate meaning • Does not always look at paper when making marks • Palmer/whole hand grasp • Exploring how to make marks on paper Resources to facilitate: Chunky pencils/pens/Pencil control patterns		Developing Skills: • Understands that writing and drawing are different • Is aware of directionality • Name and write recognisable letters • Is aware that print has meaning • Gives meaning to own marks • Digital grip • Write words that are familiar to them and their name • Understands different forms and writing and mark makes to imitate this form of writing e.g. shopping lists Resources to facilitate: Name cards, Whiteboards and pens Pens/pencils/crayons/chalks Variety of paper		Extended Skills: • Becomes aware of letter/sound connections • Writes recognisable letters/words/phrases • Can read back writing to an adult • Uses phonic knowledge to support with spelling • Beginning to understand use of punctuation • Modified tripod/tripod grip • Dominant hand is developed • Experiments with different forms of writing • Able to talk about the purpose of writing Resources to facilitate: Sound mats, Key words, Variety of template, Notebooks	

Phonics
Progression
from ELS.

Phonics is
taught
everyday in
Foundation
Stage.

ELS Term-by-term Progression

Reception/Primary 1 Autumn 1: Phase 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/s/ <s> /a/ <a> /t/ <t> /p/ <p>	/i/ <i> /n/ <n> /m/ <m> /d/ <d>	/g/ <g> /o/ <o> /c/ <c> <k>	/k/ <ck> /e/ <e> /u/ <u> /r/ <r>	/s/ <ss> Assess and review week R:1	/h/ <h> /b/ /f/ <f> <ff> /l/ <l> <ll>
	I, the, no	put, of, is	to, go, into	pull	as, his

Reception/Primary 1 Autumn 2: Phase 3*					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/j/ <j> /v/ <v> /w/ <w> /ks/ <x>	/y/ <y> /z/ <z> <zz> /kw/ <qu> /ch/ <ch>	/sh/ <sh> /th/ <th> (voiced and unvoiced) /ng/ <ng> /nk/ <nk>	/ai/ <ai> /ee/ <ee> /igh/ <igh> /oa/ <oa>	-es (where there is no change to the root word) Assess and review week R:2	Review week R:3
he, she, buses	we, me, be	push	was, her		my, you

** Phase 3 of ELS covers more than just the Phase 3 graphemes – we introduce some challenge from Phase 4 (in the form of adjacent consonants) alongside the Phase 3 teaching to extend children's sounding out and blending skills.*

Reception/Primary 1 Spring 1: Phase 3-4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:4 /oo/ <oo> (book)	/ar/ <ar> /ur/ <ur> /oo/ <oo> (food) /or/ <or>	/ow/ <ow> /oi/ <oi> /ear/ <ear> /air/ <air>	/ure/ <ure> /er/ <er> /oa/ <ow>	Assess and review week R:5	Review week R:6
	they, all, are		ball, tall	when, what	

Reception/Primary 1 Spring 2: Phase 3-4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:7	Review week R:8	Review week R:9	Review week R:10	Assess and review week R:11	Review week R:12
said, so, have	were, out, like	some, come, there	little, one, do	children, love	

Reception/Primary 1 Summer 1: Phase 4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase 4:1 CVCC -ed /ed/	Phase 4:2 CCVC -ed /t/	Phase 4:3 CCVCC -ed /d/	Phase 4:4 CCCVC	Assess and review week R:13	Phase 4:5 CCCVCC -er -est

Reception/Primary 1 Summer 2: Phase 5 introduction					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> -le	/oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	/w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>	/or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Assess and review week R:14	/igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>
oh, their	people, Mr, Mrs	your, ask, should	would, could, asked	house, mouse, water	want, very

FOUNDATION STAGE LONG TERM PLAN 26-27

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	ONCE UPON A TIME	DINOSAURS	NEW LIFE	PIRATES	LIFE ON THE OCEAN WAVE
MATHS <i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi</i>	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.					
	Magic Maths- happens every week to consolidate knowledge, recap taught skills and embed the knowledge further. This will change each year dependent on children's gaps we identify from assessment and observation.					
	X2 weeks: baseline/getting to know you Number songs/rhymes (WK 1) Matching (WK 2) Sorting (WK 3) Comparing amounts (WK 4) Compare size (WK 5) Exploring patterns (WK 6) Capacity (WK 7)	Representing and comparing 1,2,3 Composition of 1,2,3 (WK 1) Circles and triangles (WK 2) The number 4/ The number 5 (WK 3) One more one less (WK 4) Comparing shapes (WK 5) Composition of numbers to 5 (WK 6) 2D shapes (WK 7)	Alive in 5- introduce 0, one more, one less (WK 1) Composition of numbers to 5 (WK 2) 6,7,8 finding and representing Composition of numbers 6,7,8 (WK 3) Doubles to 5 (WK 4) Building 9,10- finding and representing (WK 5) Odd and even numbers (WK 6) Night/day routines/time (WK 6)	Explore 3D shapes (WK 1) Number bonds to 5 (WK 2) Addition to 10 (WK 3) Subtraction to 10 (WK 4) Number bonds to 10 (WK 5) Mass/capacity (WK 6)	Visualise, Build and Map (wk 1-3) To 20 and beyond (wk 4) How many now? (wk 5)	Manipulate, compose, and decompose (wk 1 and 2) Rotate and manipulate shapes, compose shapes, decompose shapes, copy 2D shape pictures Sharing and grouping (wk 3 and 4) Making connections (wk 5) Wk 6/7 to be confirmed dependant on gaps

FOUNDATION STAGE LONG TERM PLAN 26-27

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	ONCE UPON A TIME	DINOSAURS	NEW LIFE	LIFE ON THE OCEAN WAVE	
COMMON PLAY BEHAVIOURS MATHS	Emerging Skills Number: • Say number names to count objects, not necessarily in the right order • Can use number language within play • Beginning to recognise some numerals • Represent numbers on fingers Shape/Pattern: • Select and rotate shapes to fit in a given space • Explore/play with shapes to build towers and make pictures • Can find two shapes that are the same • Continue a pattern that has been started Measures: • Direct comparison of 2 objects • Use of some language within play Resources to facilitate: Counting objects 2D shapes 3D shapes Balance scales Rulers Measuring cylinders/jugs Subitising images Plastic numerals Dice Different number representations, 10s frames, doubles sided counters, numicon, bead strings		Developing Skills: Number: • Say one number name for each object (one to one correspondence) • Give someone a specified number of objects • Subitise when in a regular pattern e.g. dice • Recognise numerals to 5 • Recognise different number representations Shape/Pattern: • Can spot real life shapes in the environment that match shapes within their play • Can name basic 2D shapes (square, circle, rectangle, triangle) • Comments on shapes of objects during play • Makes shape pictures with a template • Create an ABABAB pattern Measures: • Explore balance scales/rulers/measuring tapes/measuring cylinders within play • Can use full and empty to describe capacity • Can use small/ big and tall/short to describe size • Can use long and short to describe length Resources to facilitate: Counting objects 2D shapes 3D shapes Balance scales Rulers Measuring cylinders/jugs Subitising images Plastic numerals Dice Different number representations, 10s frames, doubles sided counters, numicon, bead strings		Extended Skills: Number: • Move or touch objects to count them • Count objects that cannot be touched • Count objects that cannot be seen e.g. sounds/claps • Give a specified number from a larger group • Subitise when in an irregular pattern • Recognise numerals to 10 Shape/Pattern: • Intentionally select a shape for a purpose e.g. A cylinder because it rolls • Talk about the properties of 2D and 3D shapes • Can identify a variety of 2D and 3D shapes • Makes shape pictures without a template • Spot an error in a pattern and correct Measures: • Can use balance scales to determine which is heavier or lighter • Beginning to measure items using nonstandard units (cubes, paperclips, handprints) • Can order 3 objects by size Resources to facilitate: Counting objects 2D shapes 3D shapes Balance scales Rulers Measuring cylinders/jugs Subitising images Plastic numerals Dice Different number representations, 10s frames, doubles sided counters, numicon, bead strings, number lines	

FOUNDATION STAGE LONG TERM PLAN 26-27

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	LETS CELEBRATE	DINOSAURS	NEW LIFE	PIRATES	LIFE ON THE OCEAN WAVE
COMPUTING						
<i>Access to ipads, toy phones/tills/non working laptops, IWB during continuous provision.</i>	Identify everyday technology: links to technology at home Make marks on a digital device to communicate their ideas To screenshot using the home and lock buttons interact with simulation software - use a package to produce a picture on screen - understand that 'output' is the result of a trigger (pressing the play button)	To know that ICT may be used to communicate information electronically To know that digital devices can present information in a variety of ways To navigate their way around an iPad and operate several apps confidently To understand the basic functions of an iPad (home button, lock button and volume buttons)	Use a range of devices to record information in a range of formats (text, image, sound) Interact with multimedia software: children to send a video/picture to parents and carers on Tapestry	Identify how technology is used to share information (Google Maps) control a programmable toy - talk about how everyday technology is controlled	To know the difference between computer based activities (painting changes can easily be made, text can be deleted etc): use Active Inspire to represent an animal of their choice	To know that information may be stored on a digital device - explore a website - use a simple program to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true

FOUNDATION STAGE LONG TERM PLAN 26-27

4-5s
Reception

Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME! Why is the word God so important to Christians?	ONCE UPON A TIME Why do Christians perform nativity plays at Christmas?	DINOSAURS Being Special: where do we belong?	NEW LIFE Why do Christians put a cross on their Easter Garden?	PIRATES Which places are special and why?	LIFE ON THE OCEAN WAVE Which stories are special and why?
UNDERSTANDING THE WORLD RE / FESTIVALS	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.					
RE forms a valuable part of the educational experience of children throughout the key stage. In the EYFS curriculum learning does not fit into boxes: play-based and child-centred approaches will encourage the learning This framework enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have the opportunity to develop their emerging moral and cultural awareness	In this unit, pupils find out about the Christian belief that God created the heavens and the earth. They will learn the key events from the creation story found in Genesis 1. They will find out many Christians believe the earth and everything in it belongs to God and that God gave people the job of taking care of the world. Pupils will find out the story of Adam being tasked with naming animals. Pupils will learn that many Christians try to treat God's name with respect. They will learn that Christians believe Jesus told stories or parables about how much God loves them and find out what this means for believers today. KEY VOCABULARY • CHRISTIANS • GOD • CREATION • ADAM • EVE • BIBLE • PARABLE • PRECIOUS • JESUS • PEARL	In this unit, the children will learn the key events from the Christian Christmas story. They will find out about the term incarnation (God come to earth as a human and as God) and learn about the Christian belief that this happened in Jesus. The children will learn about who Christians believe first visited Jesus. They will find out that some Christians perform nativity plays to retell the story so that others can find out more about the Christian belief of incarnate. KEY VOCABULARY • INCARNATION • JESUS • CHRISTMAS • MARY • JOSEPH • SHEPHERDS • ANGEL • STAR • MAGI • MANGER	This unit of learning is thematic, focusing on Christianity, Hindu Dharma and Islam. Within this unit, the children will reflect upon the things that are special to them and why they value these things. The children will learn about key religious symbols for Christians, Muslims and Hindus. They will find out about why many Christians believe that children are special to God and learn about the story of Jesus and the children. The children will also find out about the welcoming ceremonies that many Muslims and Christians have for a new baby. The children will learn out about how Hindu brothers and sisters might show their love and respect for each other at Raksha Bandhan. KEY VOCABULARY • MUSLIMS • HINDUS • CHRISTIANS • JESUS • BAPTISM • RAKSHA BADHAN • WELCOME • LOVE • SPECIAL • RAKHI	In this unit, pupils find out about the key events from Palm Sunday until Easter Day in the Christian Salvation story. They will find out about the Christian belief that Jesus saved his people from their sins by dying on the cross and rising again three days later. During the unit, pupils will encounter signs and symbols linked to the celebration of Easter and be able to talk about why these are important for believers. KEY VOCABULARY • JESUS • GOD • SALVATION • EASTER • HOSANNA • PALM • GOOD FRIDAY • DONKEY • SUNDAY • DISCIPLES	This unit focuses on special places for Muslims and Christians. Within the unit, pupils reflect upon places that are special in their own lives and find out about places that are holy and important for many Christians and Muslims. Pupils find out about Churches, Mosques and their key features. KEY VOCABULARY • CHRISTIANS • PILGRIMAGE • MUSLIMS • HOLY • CHURCH • BIBLE • MOSQUE • IMAM • QUR'AN • VICAR	In this unit, pupils consider the stories that are special to them, giving reasons for why they are special. They will encounter stories from different religious worldviews and find out about why these might be special to a believer. With support, pupils will begin to consider the impact of these stories on the lives of believers. They will learn key events and retell stories from different worldviews remembering key events. KEY VOCABULARY • CHRISTIANS • BIBLE • MUSLIMS • TO RAH • BELIEVER • TEXT • STORIES • JEWS • QUR'AN • SPECIAL

FOUNDATION STAGE LONG TERM PLAN 26-27

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	ONCE UPON A TIME	DINOSAURS	NEW LIFE	PIRATES	LIFE ON THE OCEAN WAVE
UNDERSTANDING THE WORLD	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
LINK TO GEOGRAPHY, HISTORY AND SCIENCE	- Autumn - Harvest - My family tree	- Bonfire Night and Guy Fawkes- link to the past - Talking about the North Pole and make comparisons to the UK - Learn about the significance of the Christmas story - Explore Diwali	- Understanding of dinosaurs living in pre-historic times in the past. - Introducing language of past/present - Introduction of timelines - Dinosaur hunt - Introduce Mary Anning and fossils - Introduce carnivore, herbivore and omnivore and sorting dinosaurs into different food groups - Dinosaur teeth and different types - Exploring signs of Winter	- Growing a sunflower - Exploring signs of spring - Lifecycles of plants and parts of a plant - Lifecycles of animals - Easter - Comparing farming machinery-past and present - Watch a butterfly grow in the classroom	- Materials: Floating / Sinking – boat building waterproof/non waterproof objects - Drawing a simple map - Pirate maps (maps of school to find treasure) - Talk about Ramadan and Eid	- Seaside's long ago – compare seaside's from past and present - Visit to Aquarium

FOUNDATION STAGE LONG TERM PLAN 26-27

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	ONCE UPON A TIME	DINOSAURS	NEW LIFE	PIRATES	LIFE ON THE OCEAN WAVE
EXPRESSIVE ARTS AND DESIGN	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	Join in with songs Beginning to mix colours Build stories around toys (small world) use available props to support role play Build models using construction equipment. Junk modelling, take picture of children's creations and record them explaining what they did. Exploring sounds and how they can be changed, tapping out of simple rhythms. Play pitch matching games, humming or singing To draw a self-portrait (enclosing lines): draw definite features Drama conventions through literacy Role play areas Small world area	Use different textures and materials to make firework pictures Listen to music and make their own dances in response. Christmas decorations, Christmas cards, Divas Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Role Play of The Nativity Music: Christmas Songs D&T link- Making a house for The Three Little Pigs- focused activity Drama conventions through literacy Role play areas Small world area Dolls house	I can explore how colour can be changed. Deconstructed role play Chinese music and composition (glockenspiels) I can recognise, create and describe pattern: tiger skin Drama conventions through literacy Adding music creating a beat for 'We're going on a Dinosaur Hunt' Making a dinosaur paper plate- focused activity D&T link- making and decorating a pair of binoculars- focused activity Valentines crafts Lunar New Year crafts Role play areas Small world area Dolls house	Make different textures; make patterns using different colours Mother's Day crafts Easter crafts printing, patterns on Easter eggs Observational drawings/paintings of daffodils using Berthe Morisot as an artist to explore – focused activity Painting a farm animal Drama conventions through literacy Role play areas Small world area Dolls house	Fabulous Frida: Watermelons I can produce a piece of artwork using an artists style as a stimulus- focused activity I can talk about a famous artist Drama conventions through literacy Role play areas Small world area Dolls house Learning Pirate Songs for assembly	Junk modelling-extending skills Provide children with a range of materials for children to construct with. Colour mixing – underwater pictures Making models from recycled materials: link to keeping our sea clean Drama conventions through literacy Role play areas Small world area Dolls house 

EXPRESSIVE ARTS AND DESIGN

LINKS TO- ARTS/CRAFT, MUSIC, D/T

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

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

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	ONCE UPON A TIME	DINOSAURS	NEW LIFE	LIFE ON THE OCEAN WAVE	
COMMON PLAY BEHAVIOURS SMALL WORLD PLAY LEAD AND CL	<u>Emerging Skill</u> <u>Imitates and represents objects as another:</u> • Imitates sounds (e.g.:- Vehicles and animals) • Represents objects as what they are <u>Represents an environment</u> Represent an environment that they are familiar with <u>Creates narrative around play</u> • Explains their actions in small world play (e.g.:- Pretend the man is walking) <u>Recalls past events</u> • Reacts their experiences through a narrative <u>Resources to facilitate</u> Coloured fabric, Cars, vehicles, Figures from stories/ TV/ movies Fairy-tale characters Animals		<u>Developing Skill</u> <u>Imitates and represents objects as another:</u> Represents objects as different objects • Explains what they are (e.g.:- This is my car) • Talks expressively about the object they have represented as something else <u>Represents an environment</u> Represent/create environments from stories <u>Creates narrative around play</u> • Uses some story language in their play - familiar lines from stories, familiar story themes <u>Recalls past events</u> • Articulates thoughts and feelings through narrative <u>Resources to facilitate</u> Characters from familiar stories, Doll's house and house furniture, Mini me character photos, Animals Open ended- Small world resources area- stones, shells, materials, animals, sea creatures, loose parts, play mats		<u>Extended Skill</u> <u>Imitates and represents objects as another:</u> • Represents a range of resources as chosen objects • Able to find a resource for a given purpose to fit in with their narrative <u>Represents an environment</u> • Create an environment that they have created/ imagined • Children design and imagine their own story setting <u>Creates narrative around play</u> • Uses story language and story features to create a narrative of their own <u>Recalls past events</u> • Able to intertwine their own experiences with the experiences of others • Creates shared narratives <u>Resources to facilitate</u> Open ended resources - pine cones, rocks, pebbles, stones, shells, materials, loose parts, play mats, buttons, lollipop sticks, small bits of material, sticks, peg dolls, foliage Mini me character photos Animals (organised into animal groups)	

FOUNDATION STAGE LONG TERM PLAN 26-27

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	ONCE UPON A TIME	DINOSAURS	NEW LIFE	LIFE ON THE OCEAN WAVE	
COMMON PLAY BEHAVIOURS ROLE PLAY	<u>Emerging Skill</u> <u>Express emotions and Feelings</u> • Laughs and smiles in role. • Pretends to cry in role <u>Acts in Role</u> • Plays in role as themselves in situations that are within their experience • Acts out common scenarios <u>Creates Narrative around Play</u> Talks about and explains their actions in role play <u>Recalls Past Events</u> • Recreates their experiences through a narrative <u>Resources to Facilitate</u> Selection of play food Household objects - e.g.: - Brush and dustpan, pots and pans, bowls, plates etc. Role play outfits - e.g.: - Hi vis jackets, police outfit, nurse outfit etc.		<u>Developing Skill</u> <u>Express emotions and Feelings</u> • Expresses some emotions through role play • Shows an awareness of the feelings of other 'characters' feelings in joint role play <u>Acts in Role</u> • Dresses in different outfits to become different characters • Uses props to develop their chosen character role • Acts out both familiar and imaginative scenarios <u>Creates Narrative around Play</u> Uses some story language in their play - familiar lines from stories, familiar story themes • Describes what they are doing in their role play <u>Recalls Past Events</u> • Articulates thoughts and feelings through narrative <u>Resources to Facilitate</u> Till and coins Selection of play food Household objects Role play outfits Begin to introduce more open-ended resources Babies and baby clothes		<u>Extended Skill</u> <u>Express emotions and Feelings</u> • Expresses a range of emotions through role play • Responds to scenarios in role play with empathy <u>Acts in Role</u> • Plays as different roles. • Uses different voices and expressions • Takes on a range of roles confidently <u>Creates Narrative around Play</u> Uses story language and story features to create a narrative of their own • Creates shared narratives <u>Recalls Past Events</u> Able to intertwine their own experiences with the experiences of others <u>Resources to Facilitate</u> Material, scarves, cloaks Hats, ties, bags, purses, jewellery, Pillowcases (for children to create their own outfits with)	

FOUNDATION STAGE LONG TERM PLAN 26-27

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	ONCE UPON A TIME	DINOSAURS	NEW LIFE	LIFE ON THE OCEAN WAVE	
COMMON PLAY BEHAVIOURS CONSTRUCTION	<u>Emerging Skill</u> <u>Creates a structure</u> •Uses resources to build towers. •Builds vertical models <u>Spatial Awareness</u> • Constructs in a large space with large blocks •Constructs in a small space with small blocks <u>Constructs with a Purpose in Mind</u> •Has an idea about what they will build before they begin •Selects resources they need as they go <u>Resources to facilitate</u> Duplo, Stickle bricks, Mobilo, Small blocks, Large blocks		<u>Developing Skill</u> <u>Creates a structure</u> • Uses resources to construct buildings •Positions resources both vertically and horizontally <u>Spatial Awareness</u> •Connects buildings and structures (e.g.:- Putting a road between buildings). •Select the appropriate sized blocks/construction resources for their chosen purpose. •Select the appropriate sized blocks/construction resources for chosen workspace. •Understands safety elements (e.g.:- If tower is taller than themselves then it might hurt them if it falls) <u>Constructs with a Purpose in Mind</u> •Knows what they want to build when they begin to construct •Plans what they will use <u>Resources to facilitate</u> Lego, Mobilo, Small blocks, Large Blocks, Coloured blocks, Squared paper, wooden ramps		<u>Extended Skill</u> <u>Creates a structure</u> •Combines resources to create a structure •Builds more elaborate structures. •Includes systems (e.g.:- Pathways, roads, bridges etc.) and adds detail to structure •Ensures model is stable <u>Spatial Awareness</u> •Build a house/model with different rooms or different parts •Uses smaller blocks/ construction tools to create intricate structures <u>Constructs with a Purpose in Mind</u> Change, adapt and modify model to serve a purpose •Combine construction resources to create model •Creates a design before they construct <u>Resources to facilitate</u> Small blocks ,Meccano, Nuts and bolts, Wheels and axels, Knex, Squared paper/design sheets	

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	ONCE UPON A TIME	DINOSAURS	NEW LIFE	LIFE ON THE OCEAN WAVE	
COMMON PLAY BEHAVIOURS FIX-IT-BAY EAD & PD	<u>Emerging Skill</u> <u>Cutting</u> Uses scissors with two hands to cut a piece of paper • Tears materials to make them the desired size/ shape • Begins to make snips in paper <u>Fixing/Joining</u> Explores fastening resources together using available resources <u>Stick/collage</u> Uses glue to attempt to stick but may not be secure • Able to use glue to fasten paper/ thin resources together • Sticks objects randomly onto paper/ card <u>Resources to facilitate</u> Masking tape, PVA glue Card Paper, tissue paper, crepe paper Boxes, tubes Lollipop sticks, match sticks, pom poms, feathers, safety scissors		<u>Developing Skill</u> <u>Cutting</u> • Some control over scissors to cut materials • Holds scissors correctly <u>Fixing/Joining</u> • Fastens paper and card together with success • Beginning to explore techniques to join thicker materials <u>Stick/collage</u> • Able to use glue/tape to fasten thicker materials together • Sticks carefully selected items together to achieve desired purpose • Uses sticking resources to explore creating different textures <u>Resources to facilitate</u> Scissors, cello tape, masking tape Large and small boxes Thick and thin card Paper, tissue paper, crepe paper Bottles, tubes PVA glue Glue sticks Lollipop sticks, match sticks, pom poms, feathers, sequins, beads, buttons		<u>Extended Skill</u> <u>Cutting</u> • Uses scissors with increased control to cut out a desired shape • Uses scissors to cut thicker materials such as card <u>Fixing/Joining</u> Plans how they will fasten things together • Checks that fastening is secure • Selects media to achieve desired effect <u>Stick/collage</u> Make decisions about what they will use to stick - which will be most effective way to stick? • Controls glue spatula to spread glue • Makes decisions about what the correct amount of tape/ glue to use is <u>Resources to facilitate</u> scissors, hole punch, cello tape, masking tape, stapler Paper clips, Treasury tags Glue/ PVA glue Range of paper/card Lollipop sticks, match sticks, pom poms, feathers, sequins, beads, buttons	

FOUNDATION STAGE LONG TERM PLAN 26-27

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	ONCE UPON A TIME	DINOSAURS	NEW LIFE	LIFE ON THE OCEAN WAVE	
COMMON PLAY BEHAVIOURS PAINTING AREA	<u>Emerging Skill</u> <u>Mixing</u> - Experiments with colour mixing but with no intention to mix a certain colour <u>Printing</u> - Explores printing with different objects • Prints randomly on paper • Puts printing tool into paint then prints on paper <u>Mark Making/Painting</u> - Covers the paper in paint • Paints in random directions <u>Resources to facilitate</u> Paint brushes, Poster paint ,Water ,Palettes		<u>Developing Skill</u> <u>Mixing</u> - Uses primary colours to mix secondary colours • Explores the properties of colours as they mix • Mixes colour for a desired purpose <u>Printing</u> Paints onto chosen printing tool before printing • Takes time when printing <u>Mark Making/Painting</u> - Uses horizontal and vertical brush strokes to paint • Paints a desired picture • Gives meaning to the marks that they make <u>Resources to facilitate</u> Different sized paint brushes Powder paint Poster paint Mixing cards Water Palettes Range of paper		<u>Extended Skill</u> <u>Mixing</u> - Experiments with different tones and shades • Makes choices about what colours they will mix • Mixes an intended colour for an intended purpose <u>Printing</u> - Prints to create patterns and pictures • Prints with a range of colours. • Carefully plans where they will print and what they will print <u>Mark Making/Painting</u> - Express their thoughts and ideas with paint • Observes objects on display when painting and responding with paint • Uses a range of movements and brush strokes to pain <u>Resources to facilitate</u> Mixing cards Paint sample cards Different sized paint brushes Range of paper Choice of working horizontally or vertically (easel or table top) Artwork examples from artists	

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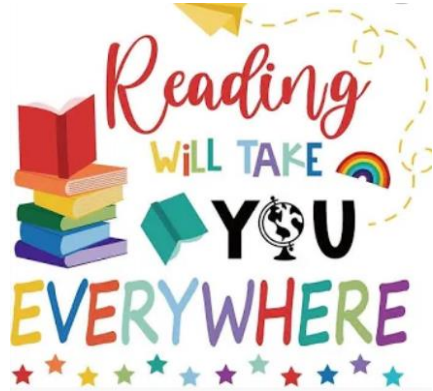
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	ONCE UPON A TIME	DINOSAURS	NEW LIFE	LIFE ON THE OCEAN WAVE	
COMMON PLAY BEHAVIOURS EXPRESSIVE ARTS	<u>Emerging Skill</u> <u>Dance</u> - Copy simple movements • Responds when asked about dance and performing arts • Shows an interest in watching dance and performing arts <u>Imagination</u> - Chooses to be a particular character • Use an object to represent something else • Asks for help in finding props to assist with play • Make simple models to represent people, animals, object <u>Music</u> - Sing in a group or on their own and recall most of the words • Sings or requests favourite songs • Explores instruments and the way they sound • Listen with increased attention to sounds <u>Resources to Facilitate</u> Tape,scissors, Paper, Card, IWB, Collage materials, Writing materials,Natural materials, Fabric, Cushions, Role play area, Boxes and crates, Pom poms, Streamers and flags , Clay, Dough, Cooking Kitchen utensils Pots and pans, Mud kitchen,Sand and water play, Jugs and containers ,Paint ,Instruments, Scarves, Hats ,Dressing up clothes, Construction, Small world, Puppets,CD player, soundtracks and stories Books Magazines and catalogues Junk modelling Glue		<u>Developing Skill</u> <u>Dance</u> - Watch and talk about dance and performing arts - Copy simple movements and begin to make up dances <u>Imagination</u> - Plays cooperatively with others in role play - Apply own experiences and knowledge to play • Begins to find props to assist with play • Develop own ideas and choose which materials to build or make <u>Music</u> Sing in a group or on their own with increasing confidence and recall of words • Listen with increased attention to music • Begin to talk about preferences • Begin to tap out a rhythm with hands or an instrument <u>Resources to Facilitate</u> Tape,scissors, Paper, Card, IWB, Collage materials, Writing materials,Natural materials, Fabric, Cushions, Role play area, Boxes and crates, Pom poms, Streamers and flags , Clay, Dough, Cooking Kitchen utensils Pots and pans, Mud kitchen,Sand and water play, Jugs and containers ,Paint ,Instruments, Scarves, Hats ,Dressing up clothes, Construction, Small world, Puppets,CD player, soundtracks and stories Books Magazines and catalogues Junk modelling Glue		<u>Extended Skill</u> <u>Dance</u> - Express their feelings and responses on dance and performing arts • Move to and talk about dance and performing arts • Make up simple dances on own or with others <u>Imagination</u> - Develops storylines in play • Apply new vocabulary learnt in role play • Apply own experiences and knowledge to storylines • Adapt own ideas to accommodate others • Confidently finds props to assist with play • Confidently make props to assist play experiences or make representations <u>Music</u> - Sing in a group or on their own, increasingly matching the pitch and following the melody • Listen attentively to music • Discuss changes and patterns in music • Talk about why they like a particular song • Engage and explore music making and perform with others or in a group <u>Resources to Facilitate</u> Tape,scissors, Paper, Card, IWB, Collage materials, Writing materials,Natural materials, Fabric, Cushions, Role play area, Boxes and crates, Pom poms, Streamers and flags , Clay, Dough, Cooking Kitchen utensils Pots and pans, Mud kitchen,Sand and water play, Jugs and containers ,Paint ,Instruments, Scarves, Hats ,Dressing up clothes, Construction, Small world, Puppets,CD player, soundtracks and stories Books Magazines and	



RECEPTION LONG TERM PLAN 26-27

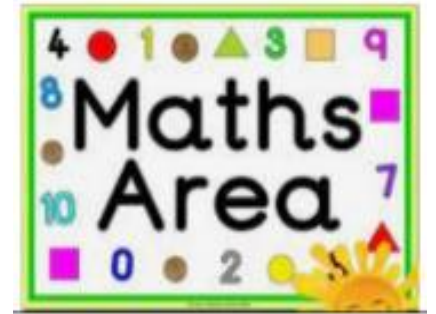
EARLY LEARNING GOALS – FOR THE **END OF THE YEAR** - HOLISTIC / BEST FIT JUDGEMENT!

 COMMUNICATION AND LANGUAGE	 PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	 PHYSICAL DEVELOPMENT	 LITERACY	 MATHS	 UNDERSTANDING THE WORLD	 EXPRESSIVE ARTS AND DESIGN
ELG: Listening, Attention and Understanding 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 ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	ELG: Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 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. ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.	ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.	ELG: Comprehension 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. ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG: Writing 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.	ELG: Number Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG: Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	ELG: Past and Present 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. ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. ELG: The Natural World 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.	ELG: Creating with Materials 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. ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.



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CONTINUOUS PROVISION PLANNING



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CONTINUOUS PROVISION- CONSTRUCTION



Development Matters – Ages and Stages	Vocabulary	Look, listen, note
Three to Four Year olds - Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. - Explore collections of materials with similar and/or different properties. - Play with one or more other children, extending and - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. - Use talk to organise themselves and their play. Reception - Develop their small motor skills so that they can use a range of tools competently, safely and confidently - Create collaboratively, sharing ideas, resources and skills. - Show resilience and perseverance in the face of challenge. - Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	<u>Adults to introduce vocabulary (see vocabulary pyramid for progression)</u> Build, make, big, small, design, measure, sort, join, slot, instructions, plan, invent, sky scraper, ideas, connect, talk, balance, tall, short, tower, bridge, home, castle, house, building, bricks, builder, jobs, architect, city, town village, wall, map, famous building specific names,	Do they work independently or cooperatively? Do they plan what they are building? Can they talk about what they are building? Do they follow instructions or copy an image? Do they persevere when they meet a problem? What materials do they like to build with? What mathematical vocabulary is being used in the area – longer, shorter,

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CONTINUOUS PROVISION- CONSTRUCTION



Early Learning Goals • Share their creations, explaining the process they have used. • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Work and play cooperatively and take turns with others.		
Intended experiences	Permanent resources	Enhanced resources
Playing collaboratively Using the construction area appropriately Making choices Opportunities for talking through shared activities Following instructions Making plans Presenting ideas to others Using story and reference books Writing for different purposes e.g. lists Writing own name and other captions Develop mathematical language e.g. position, size, shape, comparisons Problem solving opportunities Creating and recreating patterns and models Matching and sorting shapes Ordering items by length or height Exploring a range of construction materials that fix together in a variety of ways e.g. by twisting, slotting, pushing, clipping Balancing construction pieces Designing and making their own models Manipulate a range of equipment and tools Create real-life and imaginary models	Clearly labelled storage boxes Shelving/Display space Pictures of buildings / vehicles Appropriate books Drawing and writing materials (eg clipboards, assortment of pens, plain and squared paper). Large wooden blocks and small wooden bricks Purchased construction kits e.g. Lego, Duplo, K'nex, Mobilo Stones Shells	Selection of play people, vehicles and animals

Develop their own ideas over a period of time Representing own experiences through imaginative play		
Characteristics of effective learning		
<u>Playing and Exploring</u>		
• I can make choices and explore different resources and materials • I can plan and think ahead about how I will explore or play with objects. • I can guide my own thinking and actions by talking to myself as I play. • I can copy a picture and follow instructions to help me build. • I can explore and investigate new materials and resources.		
<u>Active Learning</u>		
• I can keep on trying when things are difficult. • I can begin to correct my mistakes. • I can play and explore in the construction area freely and talk about what I am doing. •		
<u>Creating and Thinking Critically</u>		
• I can sort materials. • I can review my progress as I try to achieve a goal and check how well I am doing. • I can solve real problems. • I can feel confident about coming up with my own ideas. • I can make more links between my ideas. • I can concentrate on achieving something that is important to me. • I can give my attention to tasks and ignore distractions with increasing control.		



Continuous Provision – Progression of common play behaviours Area: Construction	
Behaviour	Building

High-level	Add moving parts to models. Combine construction when needed. Add loose parts to add details to their model. Change or adapt model to serve its purpose.
Mid-level	Create with a purpose in mind – know what they would like to create. Add detail to models. Good control and coordination in small movements.
Emergent	Using blocks or other simple construction to make a tower.

Continuous Provision Plan - Creative Area



Development Matters – Ages and Stages	Vocabulary	Look, listen, note
Three to Four Year olds - Explore different materials freely, to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. - Join different materials and explore different textures. - Create closed shapes with continuous lines, and begin to use these shapes to represent objects. - Draw with increasing complexity and detail, such as representing a face with a circle and including details. - Use drawing to represent ideas like movement or loud noises. - Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. - Explore colour and colour-mixing. Reception	<u>Adults to introduce vocabulary (see vocabulary pyramid for progression)</u> Roll, model, pat, press, squeeze, squash, twist, pinch, stretch, push, pull, rolling pin, smooth, rough, sculpt, sculpture, mould, build, attach, bend, fold, model, texture, paint, draw, mix, join, mark, dab, cut, press, stick, thread, print, explain, invent, creation, design, plan, evaluate, measure, Names of equipment – box, scissors, glue, paper,	How do the children react to the feel of malleable material? How do they let us know if they like the feeling, smells etc? Can they grasp it? Which hand? Can they share tools? Do they make marks in the material? With fingers? Hands? Tools? Can they use any tools independently? Can they fill/empty containers? Do they like malleable

- Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. Early Learning Goals - 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.	feathers, lolly pop sticks, string, wool, straws, card, sequins, pom poms, felt tips, crayons, pencils, tape, paintbrush. 2-D 3-D shape names Colour names	play? How do they let us know? Can they mix colours? Can they give meaning to marks they make? Can they talk through the plan they are executing?
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Intended experiences	Permanent resources	Enhanced resources
Measuring amounts Manipulating materials – prodding, poking, pinching, squeezing, stretching, pulling, cutting, rolling, shaping, mashing, pressing Handling small tools safely and effectively Use talk to describe feel, texture, smell, shape etc Explore texture shape, space & form Make sculptures Explore effect of adding other materials eg. water Create patterns and pictures using different media. Use and explore a variety of resources, techniques and equipment in 2D and 3D Making choices and decisions Express themselves through exploring, making and designing using a range of media and materials Using their own ideas Working collaboratively and talk through their ideas Have time to enjoy and explore resources	Open access storage Aprons / protective clothing Selection of collage materials (recycled, natural and bought) e.g. corks, plastic lids, feathers, bottle tops, straws, string, wool, ribbon, tissue, lollipop sticks, old catalogues, etc. Variety of different paper types and sizes – card, wrapping paper, greeting cards, crepe paper, shiny paper Range of junk modelling materials – yoghurt pots,	Topic/interest/seasonal related specific resources



Develop ideas, techniques and skills which focus on the process rather than the product Experiment with collage materials Developing cutting and joining skills Manipulate equipment and tools Model making Using resources purposefully expressing real life experiences Making props and resources to support and extend their imaginative play Painting and printing techniques Make lists, labels, signs Explore colour, texture, shape and patterns Make representations of their ideas and experiences Develop hand-eye coordination and fine motor skills Combining resources to create pictures, models, patterns etc. Problem solving Colour mixing Preparing and selecting resources	foil containers, variety of boxes, cardboard tubes, trays, egg boxes etc. Painting and printing materials –, sponges, ready mix paint, different size and shape brushes. Mark Making Equipment – Pencils, pens, paints, brushes, crayons. Joining equipment – Sellotape, glue, scissors, hole punch, string, paper fasteners Malleable Area – dough, cutters, rolling pins, spoons, bowls, mats, natural materials.
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Characteristics of effective learning

Playing and Exploring

- I can make choices to explore different materials and paints.
- I can plan and think ahead about what I want to create and how I will achieve it.
- I can choose my resources independently.
- I can create and draw things that I am interested in.
- I can explore natural materials and resources from my environment to create with.

Active Learning

- I can keep trying when things are difficult.



- I can begin to correct my mistakes.
- I can play and explore in the creative area freely and talk about what I am doing.

Creating and Thinking Critically

- I can sort materials.
- I can review my progress as I try to achieve a goal and check how well I am doing.
- I can solve real problems.
- I can feel confident about coming up with my own ideas.
- I can make more links between my ideas.
- I can concentrate on achieving something that is important to me.
- I can give my attention to tasks and ignore distractions with increasing control.



Continuous Provision – Common Play Behaviours

Area: Creative Area/Physical Development

Behaviour	Painting / Exploring Colour	Cutting	Drawing	Collage	Joining	Printing
High-level	Making desired colours using colour mixing Making shades and tints Use techniques and colour for purpose Fine brushes Select appropriate size brush for task.	Use scissors accurately, make objects smaller then cut round lines, move paper around as cut. Cut a range of materials e.g. cardboard boxes. Cut irregular shapes e.g. around tighter curves,	Selects appropriate media and techniques to achieve a specific goal. Accurate drawing people with details. Diagonal lines, crosses	Select and combine a variety of art techniques e.g. concertina folding, scrunching, layering.	Hole punch and treasury tags String Staplers Split pins Stitch Nails Knots Design, select and evaluate Test out best join.	Select objects with a purpose in mind. Uses taught techniques to create own stamp. Use different stamps to create desired effect.
Mid-level	Use a range of resources	Correct grip to cut	Represents objects	Overlaps and	PVA glue sticks	Uses stencils to

	to create a paint effect e.g. cocktail sticks, lollipop sticks, finger brushes, pipe cleaners, feathers etc. . . Medium sized brushes.	continuous lines and curved lines. Cutting string, wool, masking tape.	seen, remembered or imagined. Head, legs, arms, basic facial features on a person. Circle, square,	overlays to create different effects.	on object, cotton buds, spreaders, squeeze bottles Cellotape, paper clips, elastic bands, stapler, Join with control.	make own rubbings. Print using found materials – large and small. Repeating patterns.
Emergent	Explore paint and colour mixing using hands, fingers, large paint brushes.	Snips in paper Unconventional grip Tearing	Simple mark making on different paper using pencils, pastels, chalk and paint. Chunky mark making tools.	Uses cutting, sticking to explore different materials from the collage basket.	Glue on fingers Glue stick Wrapping masking tape. Cut and glue things together.	Use pre-made stamper to print. Print using hands and fingers.



Continuous Provision Plan – Mark Making Area



Development Matters – Ages and Stages

Three to Four Year olds

- Play with one or more other children, extending and elaborating play ideas.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.

Vocabulary

Adults to introduce vocabulary

Paper, pencil, pen, felt tips, crayons, chalk, mark, draw, colour, paint, mix, splash, lines, curve, straight, round, circle, letters, name, talk, grip, hold, write, words, sounds, alphabet, phonics, segment, blend, digraph, trigraph, phoneme, full stop, finger spaces, adjacent consonant, sentence, phrase, capital letter, list, story, author, tricky words, messages, maps, instructions, recipe,

Look, listen, note

Do they use a dominant hand?
Do they plan what they are going to write/draw/mark make?
Do they write with a purpose?
Do they work independently or with a purpose?
Do they refer to stories that they have heard?
Can they talk about what they have written/drawn?
Do they form letters

Reception

- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Express their feelings and consider the feelings of others.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

Early Learning Goals

- Work and play cooperatively and take turns with others.
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.

signs, labels, post, letter, card, postcard, envelope, trace, imagine, retell

properly?

Can they write

independently?

Do they draw/write from their own personal experience?

Do they use different resources/materials?

Do they choose appropriate colours?



• Begin to show accuracy and care when drawing. • Write recognisable letters, most of which are correctly formed.		
Intended experiences	Permanent resources	Enhanced resources
Opportunities for talking through shared activities. Following instructions. Writing instructions. Making plans. Presenting ideas to others. Using story and reference books. Writing for different purposes e.g. lists. Writing own name and other captions. Writing secret messages. Different forms of mark making. Writing for a purpose. Making signs for areas of the provision. Colouring/painting/ drawing pictures. CVC writing. Sentence writing. Being able to talk about what they have written. Squiggle while we Wiggle	Selection of pens, pencils, paints, brushes, sponges available. Different types of paper, card and materials. Books – fiction and non-fiction. Clipboards. Whiteboards. Mark making templates. Twinkl Phonics sound mat. Envelopes Mini story book templates. Shower curtain. Water and brushes.	

Characteristics of effective learning

Playing and Exploring

- I can hold a pencil or pen with a comfortable grip.
- I can draw, write and copy lines and marks.
- I can write some or all of my name.
- I can write some letter shapes.

Active Learning



- I can write for a purpose.
- I am proud of my work.
- I can recognise and correct my mistakes.

Creating and Thinking Critically

- I can use different tools to make marks and lines.
- I can talk about the different marks I have made and what they mean.
- I can use writing for different purposes, such as a shopping list or story.

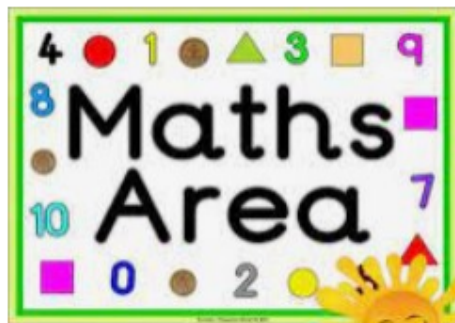


Continuous Provision – Common Play Behaviours							
Area: Creative Area/Physical Development/Writing Area							
Behaviour	Painting / Exploring Colour	Cutting	Drawing	Writing	Collage	Joining	Printing
High-level	Making desired colours using colour mixing Making shades and tints Use techniques and colour for purpose Fine brushes Select appropriate	Use scissors accurately, make objects smaller then cut round lines, move paper around as cut. Cut a range of materials e.g. cardboard boxes.	Selects appropriate media and techniques to achieve a specific goal. Accurate drawing people with details.	Correct pencil grip. Choosing to write for a purpose. Writing CVC words, tricky words correctly. Starting to write phonetically	Select and combine a variety of art techniques e.g. concertina folding, scrunching, layering.	Hole punch and treasury tags String Staplers Split pins Stitch Nails Knots	Select objects with a purpose in mind. Uses taught techniques to create own stamp. Use different

	size brush for task.	Cut irregular shapes e.g. around tighter curves,	Diagonal lines, crosses	plausible words. Writing sentences independently.		Design, select and evaluate Test out best join.	stamps to create desired effect.
Mid-level	Use a range of resources to create a paint effect e.g. cocktail sticks, lollipop sticks, finger brushes, pipe cleaners, feathers etc. . . Medium sized brushes.	Correct grip to cut continuous lines and curved lines. Cutting string, wool, masking tape.	Represents objects seen, remembered or imagined. Head, legs, arms, basic facial features on a person. Circle, square,	Developing pencil grip. Beginning to form some letters correctly. Can write own name. Can talk about what they are writing.	Overlaps and overlays to create different effects.	PVA glue sticks on object, cotton buds, spreaders, squeeze bottles Cellotape, paper clips, elastic bands, stapler, Join with control.	Uses stencils to make own rubblings. Print using found materials – large and small. Repeating patterns.
Emergent	Explore paint and colour mixing using hands, fingers, large paint brushes.	Snips in paper Unconventional grip Tearing	Simple mark making on different paper using pencils, pastels, chalk and paint. Chunky mark making tools. Lines and	Simple mark making on different materials. Pre writing - scribble writing, symbols that represent letters.	Uses cutting, sticking to explore different materials from the collage basket.	Glue on fingers Glue stick Wrapping masking tape. Cut and glue things together.	Use pre- made stamper to print. Print using hands and fingers.



Continuous Provision Plan – Maths Area



Development Matters – Ages and Stages

Three to Four Year olds

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- prism for a roof, etc.
- • Combine shapes to make new ones – an arch, a bigger triangle, etc.
- • Talk about and identifies the patterns around them. For example:
- stripes on clothes, designs on rugs and wallpaper. Use informal
- language like 'pointy', 'spotty', 'blobs', etc.
- • Extend and create ABAB patterns – stick, leaf, stick, leaf.
- • Notice and correct an error in a repeating pattern.
- • Begin to describe a sequence of events, real or fictional, using words

Vocabulary

Adults to introduce vocabulary (use of words, symbols and signs) eg-
 2-D shapes, 3-D shapes, count, numbers, number line, tens frame, subtract, take away, minus, add, equal, more, fewer, less than, money, time, big, small, tall, short, long, heavy, light, empty, full, weight, measure, capacity, subitise, number bonds, match, same, different, round, straight, corners, sides, sort, makes, altogether, patterns, colours, blocks, order, lots

Look, listen, note

Do they use mathematical language?
 Can they count beyond 5 / 10?
 Can they subitise?
 Do they use the maths resources independently?
 Can they use number bonds?
 Can they represent numbers using their fingers correctly?
 Can they represent numbers in other ways?
 Do they show an interest in numbers?
 Do they compare

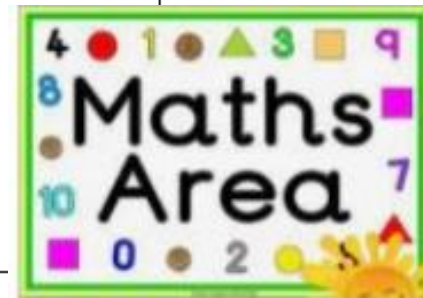
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular

of, compare, faces, explain, total, amount, repeating pattern, tens and ones, place value, estimate, reason, digits, number system, difference

measurements?

Reception

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0–5 and some to 10.
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.



- Compare length, weight and capacity. Early Learning Goals - Have a deep understanding of number to 10, including the composition of each number. - Subitise (recognise quantities without counting) up to 5. - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. - 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.		
Intended experiences	Permanent resources	Enhanced resources
Opportunities for taking part in maths challenges through shared activities. Counting different objects/actions in the environment. Stacking and building. Singing counting songs and rhymes. Opportunities to subitise and view numbers and amounts in different ways. Represent numerals in different ways. Explore patterns, repeat patterns, create patterns. Compare and explore measurements in different ways. Access to loose parts and natural materials.	Number lines 5 and 10 frames Number cards Magnetic numbers Scales Numicon, numicon boards and pictures. Counting song resources and props. Number formation stones/templates Whiteboard and pen	Added to as concepts are taught



Cubes
 Other mixed and natural
 resources to count, e.g.
 conkers.
 Dominoes
 Dice
 Peg boards
 2D shapes
 3D shapes
 Rulers
 Sorting trays and hoops
 Abacus
 Money
 Clock

Characteristics of effective learning

Playing and Exploring

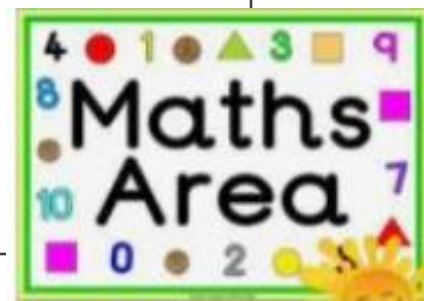
- I can subitise a small group of objects.
- I can count the number of objects in a group and match them to a numeral.

Active Learning

- I can count confidently, first to 5 and then beyond 10.
- I can work to complete the challenge.
- I can look for, continue, copy and create patterns.

Creating and Thinking Critically

- I can explore size, weight and capacity by making comparisons and using mathematical language.
- I can compare numbers using language such as 'more than' and 'fewer than'.



Continuous Provision Plan – Role Play Area



Development Matters – Ages and Stages

Three to Four Year olds

- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Take part in simple pretend play, using an object to represent something else even though they are not similar.

Reception

- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Develop storylines in their pretend play

Early Learning Goals

- Work and play cooperatively and take turns with others
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play
- Invent, adapt and recount narratives and stories with peers and their teacher.

Vocabulary

Adults to introduce vocabulary (see vocabulary progression pyramid)

Kitchen, pot, pan, food, wash, tidy, clean, mop, sweep, house, room, eat, drink, cook, chair, table, bake, family, window, plate, bowl, cups, tray, kettle, toaster, phone, sleep, mix, stir, knife, fork, spoon, cut, weigh, more, less, pour, menu, chef, serve, healthy, portion, imagine, pretend, real, dress up, feelings, sing, instructions, props, dance,

Look, listen, note

Do the children build their own narrative?
Do they retell stories they have heard?
Do they listen to others and play together?
Do they use props in their play? Do they build their own props?
Do they use language they have heard in stories?
Do they bring their real world experience (eg from home) into their play?

	retell, listen, act, story,	
Intended experiences	Permanent resources	Enhanced resources
Making choices and organising their play independently. Expressing feelings and ideas. Developing speaking skills such as taking turns in a conversation. Using language to solve problems. Joining in and developing imaginative play. Responding to and recreating experiences. Communicating ideas through imaginative play. Writing for a purpose. Reading words in the environment. Developing counting, sorting and matching skills. Learning about size and shape through practical experience. Developing an understanding of the adult world. Developing their knowledge of other cultures. Practising manipulative skills.	Role play area may change throughout the year so resources will vary accordingly. Basic furniture (tables, chairs, oven, sink, draws etc.) Clothes Shoes, bags and hats Lengths of fabric Variety of pans, scales, jugs, bowls, wooden spoons etc. Plates, bowls, mugs and cutlery Play food or materials to represent food Tea towels, tablecloths, apron, oven gloves Telephone, television and remote control Books including cookery books, magazines, paper, pencils	Topic/interest/seasonal/ festival/celebration related resources



	Etc	
Characteristics of effective learning		
<u>Playing and Exploring</u> • I can develop stories in my play. • I can use language and ideas from stories I have heard. • I can play with others, to create and act a story. • I can share props and play equipment and cooperate with others. <u>Active Learning</u> • I can listen to others ideas to develop my play. • I can keep on trying when things are difficult <u>Creating and Thinking Critically</u> • I can take part in simple pretend play. • I can use pretend play to think beyond the 'here and now' and to understand another perspective. • I can retell experiences and events in my play.		

Continuous Provision – Common Play Behaviours Area: Role Play			
Behaviour	Dressing Up	Role play	Puppets
High-level	Explain own ideas for costumes	Create own props for role play	Use puppets to create own narratives



	linked to real or imaginary stories Make own costumes using open ended materials	Collaborate and imaginative Uses talk to develop and elaborate	Collaborate and imaginative play using talk to develop and elaborate ideas Make own puppets Select own resources as puppets e.g. paper bag/wooden spoon... Make theatre and perform to an audience Repeat the performance
Mid-level	Create own costumes using capes and open ended clothes Use ready made costumes in a narrative	Provocations (books, pictures, props) Unfamiliar domestic play Café Fantasy Open ended resources... boxes, tubes... Cooperative play using talk to explain and share ideas Asking adults for resources	Use puppets to retell known stories Cooperative play using talk to explain and share ideas Perform to another child
Emergent	Princess dresses, superheroes etc... Ready made costumes Adults select costumes for the setting Need assistance getting costumes on	Using props in a familiar way to re-enact familiar experienced either alone or with a friend Mimic adults Home Superheroes etc...	Explore puppets alone or alongside another child



Continuous Provision Plan – Reading Area



Development Matters – Ages and Stages

Three to Four Year olds

- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Enjoy listening to longer stories and can remember much of what happens.
- Select and use activities and resources, with help when needed. This helps them to
- Engage in extended conversations about stories, learning new vocabulary.

Reception

- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

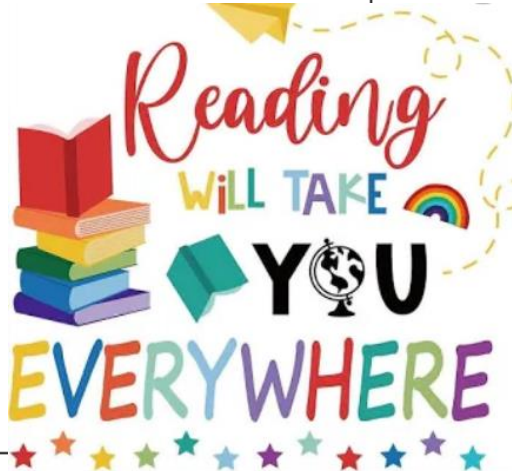
Vocabulary

Adults to introduce vocabulary (see vocabulary progression pyramid)

Book, spine, cover, author, illustrator, blurb, title, index, contents, glossary, fiction, non-fiction, story, character, page, story map, poem, sequence, favourite, animals, words, letters, beginning, middle, end, start, pictures, fairytale, traditional tale, full stop, setting, problem, solution, predict, narrate, exclamation mark, question mark, retell, acting, people.

Look, listen, note

Do children access the reading area independently?
Do they share a story with others?
Do they like to share stories with an adult?
Do they talk about a familiar story to them?
Can they retell the story?
Do they re enact the story using puppets/props?

Early Learning Goals • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Work and play cooperatively and take turns with others. • Demonstrate understanding of what has been read to them by retelling stories and • narratives using their own words and recently introduced vocabulary.		
Intended experiences	Permanant resources	Enhanced resources
Discover how to handle books carefully. Hold books the correct way up and turn pages one at a time. Enjoy looking at pictures Opportunities to use different voices to tell stories Talk about how characters from stories feel. Have some favourite stories, rhymes and poems. Developing listening skills. To use stories they hear in their play. Begin to be aware of the way stories are structured. Suggest how the story might begin/end. Show interest in illustrations and print in books and their environment. Understand that print carries meaning and is a means of communication. Enjoy an increasing range of books. Understand that information can be retrieved from books	Children's favourites books* Picture, Rhyme, Poetry Books Interest Books Books linked to themes or topics of interest Home-made books/children's own books. Dual language books if appropriate. Posters, pictures and postcards. Puppets and props Story or rhyme sacks or boxes Comics and newspapers	

	Instruction leaflets, recipe cards/books Atlas, road/street maps	
Characteristics of effective learning		
<u>Playing and Exploring</u> • I can hold a book the right way up and know that text is read from left to right and top to bottom. • I can retell stories that I am familiar with. • I can listen to and talk about a variety of books, rhymes and poems. • I can talk about the story, characters and content of familiar books. <u>Active Learning</u> • I can sequence a familiar story. • I can continue to try even when I find it challenging. <u>Creating and Thinking Critically</u> • I can understand that print has meaning and different purposes. • I am beginning to blend sounds into words. • I am beginning to recognise familiar words, letters and signs.		

