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| **Reception Long Term**  **Planning** | | | | | | |  | **Autumn 1** | | | | | |  | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  | **Possible**  **Themes/Interests/Lines of Enquiry** | | | | | |  | **Our World** | | | | | |  | **Light and Dark** | **Traditional Tales / Alternative** | **Animals And Extinction** | **Growth of plants and animals** | **Fantasy** |
| **How these possible themes relate to other**  **year groups to build on progression of knowledge and skills** | | | | | |  | Homes and our Local  Environment  Related to History (Then and Now) and Geograph  (maps)  Class/school/local area.  Seasons – Identifying Ke features and landmarks  UK – identify  England, Scotland,  Wales, Ireland  Weather, seasons and season comparison | | | | | | . | Year 3 – Light – Science  Celebrations – throughout in RE. | Year 1 – Alternative  Tales  3 Little Wolves Big Bad Pig | Year 3 – deforestation – sustainability / under threat  Tade Links  Year 4 - Biomes | Year 1 – Focus on Plants  – Science  Year 3 – Plant drawing and Rainforest |  |
| **Books to be covered**  **Taking into account rhymes, poems, non-**  **fiction-fiction,**  **repetitive texts,**  **predictable language** | | | | | |  | Colour Monster- related to emotions    The Something - RTW | | | | | |  | Owl Babies (Year 1 develop on to The Owl who is afraid of the  Dark) – Fiction    The Gruffalo **– Fiction**  Star in a Jar - RTW | Jack and the Beanstalk  3 Little Pigs  The Gingerbread Man  Goldilocks and the Three  Bears  Little Red Riding Hood  Three Billy Goats Gruff  **Alternatives**  Jack and the Baked  Beanstalk  The Gingerbread Cowgirl  Goldilocks Rocks  Little Red  The Three Billy Goats  Fluff  Little Red -RTW | Were Going on a Bear  Hunt - Repetitive    Harry and the bucketful of Dinosaurs    Woolly Mammoths  Juniper Jupiter -RTW | Jack and the Beanstalk  (from a distance)      Mostly Non-fiction based on interests  The Extraordinary Gardener - RTW | Room on the Broom – Rhyming  **The Storm Whale - RTW** |
| **Communication and Language** | | | | | | | | | | | | | | | | | | |
| **Communication and**  **Language** | | | | | |  | •  • | | Understand a question | | |  |  | As soon as the objectives have been achieved previously, move onto these.   * 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 * Articulate their ideas and thoughts in well-formed sentences. | | |  |  |
| or instruction that has | | |
| two parts. |  | |
|  | | **Identified 3-4year** | | |  | Understands why | |  |
|  | **learning objectives that** | | | | | questions |  |
| **we historically need to** | | | | |  | • Know many rhymes, be | | | | |
|  | | **focus on** |  | |  | able to talk about | |  | |

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|  |  | •  • | familiar books, and be | | | | |  | | | | * 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 explain how things work and why they might happen.• Develop social phrases * Engage in storytimes. * 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. * Learn rhymes, poems and songs• Engage in non-fiction books * Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary. |
| able to tell a long story. | | | | | | |  | |
| Develop their | |  | | | | |
| communication, but | | | |  | | |
| may continue to have | | | | |  | |
| problems with irregular | | | | | | |
| tenses and plurals, such | | | | | | |
| as ‘runned’ for ‘ran’ | | | | , | | |
| ‘swimmed’ for ‘swam’. | | | | | |  |
| Be able to express a | | | |  | |
| point of view and to | | | |
| debate when they | | |  |
| disagree with an adul | | | | | t |
| or a friend, using words | | | | | | |
| as well as actions. Can | | | | |  | |
| start a conversation | | | |  |
| with an adult or a friend | | | | | | |
| and continue it for many | | | | | | | |  |
| turns. |  | | | | | | |
|  | **Continuous Objectives and Observation Checkpoints**   * Understand how to listen carefully and why listening is important. * Learn new vocabulary and throughout the day. | | | | | | | | | | |
| **End Goal for End of Nursery:**    We understand all children have different starting points, experiences and needs, we will always cater for and focus on the induvial child and their individual progress however we aim for the children leaving Nursey to express their needs, wants and opinions clearly using the correct tenses and plurals as much as possible modelled by adults.    We aim for our children to enjoy and have a love of listening and acting out known stories, rhymes and songs, we would like them to use the wide range of vocabulary learnt whilst using **longer sentences** to organise their play and ideas.    We aim for children to have a good understanding, with the ability to carry out two-part instructions and asking appropriate questions including ‘why’ questions. We would like them to confidently start conversations, take turns in conversations and to express a point of view and to debate when they disagree with **an adult or a friend**, using words as well as actions.      **End Goal for End of Reception:**    We understand all children have different starting points, experiences and needs, we will always cater for and focus on the induvial child and their individual progress however we aim for the children leaving Reception to 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 interactio**n and asking **questions to clarify their understanding.**  We aim for them to hold **coherent, fluent conversations** when engaged in **back-and-forth exchanges with their teachers and peers**.  We aim for children to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Children will offer explanations for **why things might happen**, making use of recently introduced vocabulary and drawing on experiences from stories, non-fiction, rhymes and poems when appropriate. Children will express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and **making use of conjunction**s, with modelling and support from their teacher.    **Year 1-6:**  Pupils should be taught to:   * listen and respond appropriately to adults and their peers * ask relevant questions to extend their understanding and knowledge * use relevant strategies to build their vocabulary * articulate and justify answers, arguments and opinions * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings | | | | | | | | | | |

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|  |  | | | | | * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments  use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas * speak audibly and fluently with an increasing command of Standard English * participate in discussions, presentations, performances, role play, improvisations and debates * gain, maintain and monitor the interest of the listener(s) * consider and evaluate different viewpoints, attending to and building on the contributions of others  select and use appropriate registers for effective communication. | | | | | | |
| **Literacy** | | | | | | | | | | | |
| **Literacy**    **Comprehension** | | | | | **Continuous Objectives and Observation Checkpoints**  Children will talk about the world around them, what they can see, hear and feel and experience. They will discuss stories, rhymes, poems and songs. Children will begin to use new vocabulary within conversations in different contexts with adults and children. Children will use new vocabulary within conversations in different contexts to find out more information.  Children will develop their comprehension of stories. They will gain an understanding of key characters, story settings and key events. They will learn to anticipate key events in stories.  Class Teacher to choose stories based upon children’s interests     |  | | --- | | Engage in extended conversations about stories, learning new vocabulary. |   • | | | | | | |
|  | **Identified 3-4year** | |  | |
| **learning objectives that** | | | |
| **we historically need to** | | |  |
| **focus on** |  | |
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| **Literacy**    **Word Reading** | | | | | The children will learn to say a sound for each letter in the alphabet. They will learn to read words consistent with their phonic knowledge by blending. They will learn to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  **Read, Write Ink**  Set 1  Phoneme/grapheme correspondence  Blending and Segmenting words using taught letters   * Read individual letters by saying the sounds for them. * Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. * Read own names   **Red Words:**   * **I, the, my, no** | | * Read some letter groups that each represent one sound and say sounds for them.      * Read names and labels      * know Set 1 Sounds and blending (Set 1 Sounds   Group C)  **Red Words:**  You, said, your, are, be, of | * Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment * Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. * RWI - reading   Photocopy Ditties 1–20\*  **Red Words:**  What, all, was, we, he, me, so, to, | April: reading Red Ditty  Storybooks    **Red Words:**  Call, her, there, want | • May: reading Green Storybooks  **Red Words:**  Go, old, some | July: reading Green/Purple Storybooks |
|  | | | | | **Continuous Objectives and Observation Checkpoints**   * Read a few common exception words matched to the school’s phonic programme * Read some letter groups that each represent one sound and say sounds for them. * Read individual letters by saying the sounds for them. * Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.     **Year 1: Reading – word reading** Pupils should be taught to:   apply phonic knowledge and skills as the route to decode words | | | | | | |
|  |  | | | | | | * respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes  read accurately by blending sounds in unfamiliar words containing GPCs that have been taught * read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word * read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings  read other words of more than one syllable that contain taught GPCs * read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) * read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words  re-read these books to build up their fluency and confidence in word reading. **Reading – comprehension**   Pupils should be taught to:   * develop pleasure in reading, motivation to read, vocabulary and understanding by: * listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently  being encouraged to link what they read or hear read to their own experiences * becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics * recognising and joining in with predictable phrases * learning to appreciate rhymes and poems, and to recite some by heart * discussing word meanings, linking new meanings to those already known * understand both the books they can already read accurately and fluently and those they listen to by: * drawing on what they already know or on background information and vocabulary provided by the teacher * checking that the text makes sense to them as they read and correcting inaccurate reading * discussing the significance of the title and events * making inferences on the basis of what is being said and done * predicting what might happen on the basis of what has been read so far * participate in discussion about what is read to them, taking turns and listening to what others say * explain clearly their understanding of what is read to them     The boundary between revision of work covered in **Reception and the introduction of new work may vary according to the programme used, but basic revision should include**:  all letters of the alphabet and the sounds which they most commonly represent   * consonant digraphs which have been taught and the sounds which they represent * vowel digraphs which have been taught and the sounds which they represent * the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds * words with adjacent consonants * guidance and rules which have been taught     Further to this there are the **compound words, common exception words.** | | | | | |
|  |  | | | | | | **Literacy** | | | | | |

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| **Literacy**    **Writing**  **Identified 3-4year learning objectives that**  **we historically need to focus on** | The children will learn to write recognisable letters, most of which are correctly formed. They will learn to spell words by identifying sounds in them and representing the sounds with a letter or letters. They will learn to write simple phrases and sentences that can be read by others.       * 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; write ‘m’ for mummy. * Write some or all of their name. * Write some letters accurately      * Form lower-case and   capital letters correctly     * Spell words by identifying the sounds and then writing the sound with letter/s.      * Handwriting * Name Writing * Labels | The children will learn to write recognisable letters, most of which are correctly formed. They will learn to spell words by identifying sounds in them and representing the sounds with a letter or letters. They will learn to write simple phrases and sentences that can be read by others.     * Form lower-case and   capital letters correctly     * Spell words by identifying the sounds and then writing the sound with letter/s.      * Handwriting * Name Writing * Labels | The children will learn to write recognisable letters, most of which are correctly formed. They will learn to spell words by identifying sounds in them and representing the sounds with a letter or letters. They will learn to write simple phrases and sentences that can be read by others.     * Handwriting * Name Writing * Labels * Captions * Simple Sentences      * Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. * Re-read what they have   written to check that it makes sense | The children will learn to write recognisable letters, most of which are correctly formed. They will learn to spell words by identifying sounds in them and representing the sounds with a letter or letters. They will learn to write simple phrases and sentences that can be read by others.     * Handwriting * Name Writing * Labels * Captions * Simple Sentences * Complex Sentences      * Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. * Re-read what they have   written to check that it makes sense |  |  |
|  | **Continuous Objectives and Observation Checkpoints**     * 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 sound-letter correspondences using a capital letter and full stop. * Re-read what they have written to check that it makes sense. | | | | | |

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|  | **End Goal for End of Nursery:**  We understand all children have different starting points, experiences and needs, we will always cater for and focus on the individual child and their individual progress however we aim for the children leaving Nursey to have a love of stories, rhymes, poems and songs. We aim for them to understand the **five key concepts about print,** print has meaning , print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book page sequencing.  We aim for children to develop their **phonological awareness, so that they can spot and suggest rhymes, count or clap syllables in a word and recognise words with the same initial sound**. We want children to engage in extended conversations about stories and learning new vocabulary.  We aim for our children to use some of their **print and letter knowledge in their early writing and to write some letters accurately.**    **End Goal for End of Reception:**  We understand all children have different starting points, experiences and needs, we will always cater for and focus on the induvial child and their individual progress however we aim for the children leaving Reception to demonstrate **understanding of what has been read** to them by retelling stories and narratives using their own words and recently introduced vocabulary. They will be able to **anticipate key events in stories** and use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.  Children will **say a sound for each letter in the alphabet and at least 10 digraphs** through RWI. They will **read words consistent with their phonic knowledge by sound-blending**. They will **read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words**.  Our children will write **recognisable letters, most of which are correctly formed, they will spell words by identifying sounds in them and representing the sounds with a letter or letters, they will write simple phrases and sentences** that can be read by others.  **Year 1:**  Children in Year 1 will learn to spell:  • words containing each of the 40+ phonemes already taught   * common exception words * the days of the week English – key stages 1 and 2 13 Statutory requirements * name the letters of the alphabet:  naming the letters of the alphabet in order * using letter names to distinguish between alternative spellings of the same sound  add prefixes and suffixes: * using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs * using the prefix un–  using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]  apply simple spelling rules and guidance, as listed in English Appendix 1 * write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. **Writing – composition** Pupils should be taught to:   rite sentences by:   * saying out loud what they are going to write about * composing a sentence orally before writing it * sequencing sentences to form short narratives * re-reading what they have written to check that it makes sense * discuss what they have written with the teacher or other pupils * read aloud their writing clearly enough to be heard by their peers and the teacher **Handwriting**   Pupils should be taught to:   * sit correctly at a table, holding a pencil comfortably and correctly * begin to form lower-case letters in the correct direction, starting and finishing in the right place * form capital letters  form digits 0-9 * understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.   **Writing – vocabulary, grammar and punctuation:**  Pupils should be taught to:   * develop their understanding of the concepts set out in English Appendix 2 by: * leaving spaces between words  joining words and joining clauses using and * beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ * learning the grammar for year 1 in English Appendix 2 * use the grammatical terminology in English Appendix 2 in discussing their writing |
| **Maths** | |

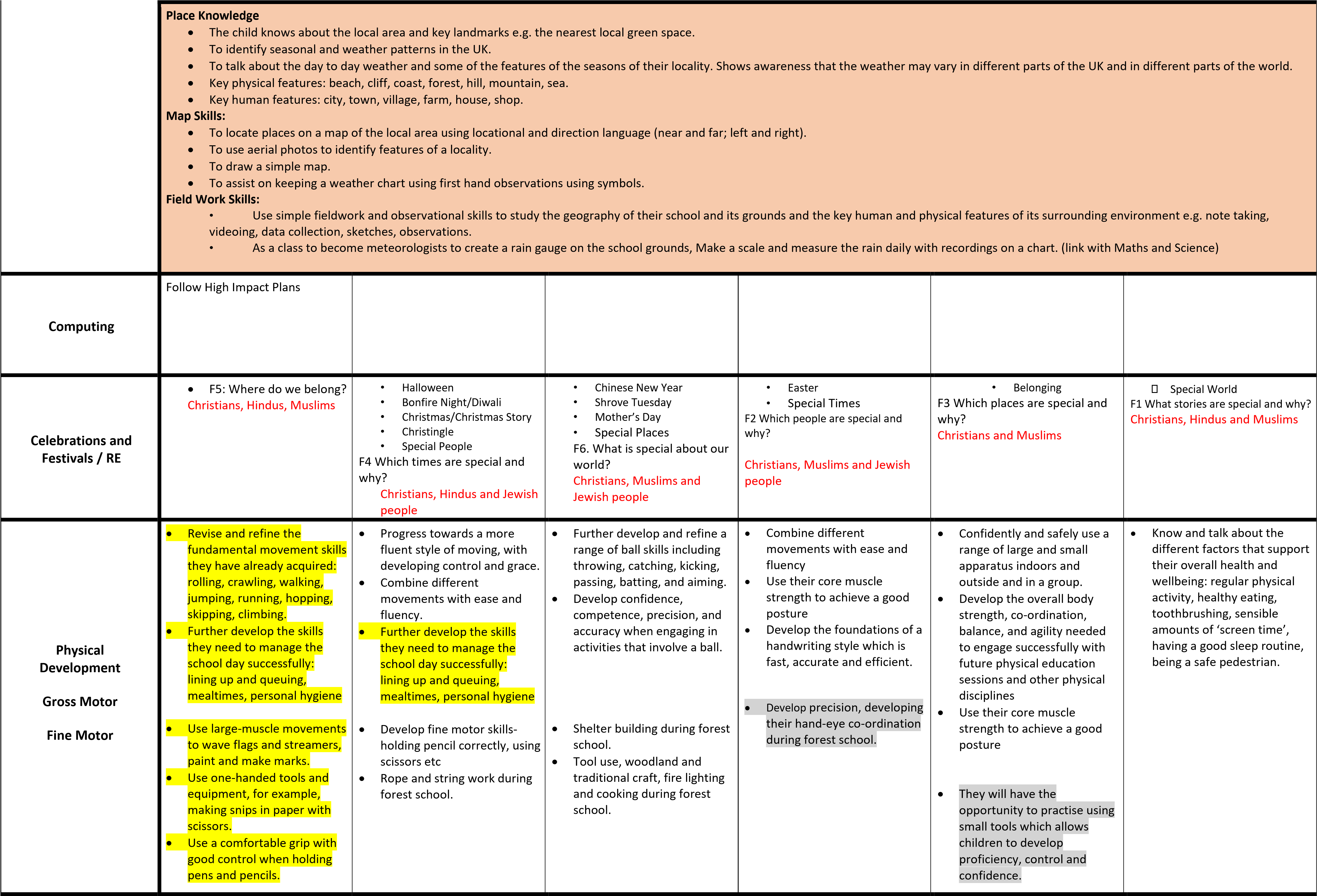
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| **Mathematics**        **Number**        **Numerical Patterns**      **Identified 3**  **-**  **4**  **year**    **learning objectives that**  **we historically need to**    **focus on** | |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | * 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.   Teaching:   * 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. * Make comparisons between   objects relating to size, length, weight and capacity. Counts objects, actions and sounds   * Compare numbers * Continue, copy and create repeating patterns | * 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. * Experiment with their own symbols and marks as well as numerals. * Subitise * Count objects, actions and sounds. * Link the number symbol (numeral) with its cardinal number value. * Compare numbers * Understand the ‘one more than/one less than’ relationship between consecutive numbers. * Explore the composition of numbers to 5 * 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’. * Compose and decompose * shapes so that children recognise a shape can have other shapes within it, just as numbers can. * Understand position | | * Subitise * Count objects, actions and sounds. * Link the number symbol (numeral) with its cardinal number value. * 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 0–1o * Compare length, weight and capacity * Experiment with their own symbols and marks as well as numerals. * Continue, copy and create repeating patterns. * Continue to describe a sequence of events, real or fictional, using words such as   ‘first’, ‘then...’ | | Consolidation of all knowledge, skills learnt. | | * Subitise * Count objects, actions and sounds. * Link the number symbol (numeral) with its cardinal number value. * Compare numbers * Understand the ‘one more than/one less than’ relationship between consecutive numbers. * Explore the composition of numbers to 10 and beyond * Automatically recall number bonds for numbers 0–10 and beyond * Compare length, weight and capacity * Continue, copy and create repeating patterns. * 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 | | Mathematics Number ELG  Children at the expected level of development will:   * Have a deep understanding of number to 10, including the composition of each number; - * Subitise (recognise quantities without counting) up to 5; - * Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5   (including subtraction facts) and some number bonds to  10   * including double facts.     Numerical Patterns ELG Children  at the expected level of development will:   * 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. * 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 | | |  | “The bag is under the table,” |  |  | |  | |  | |  | |

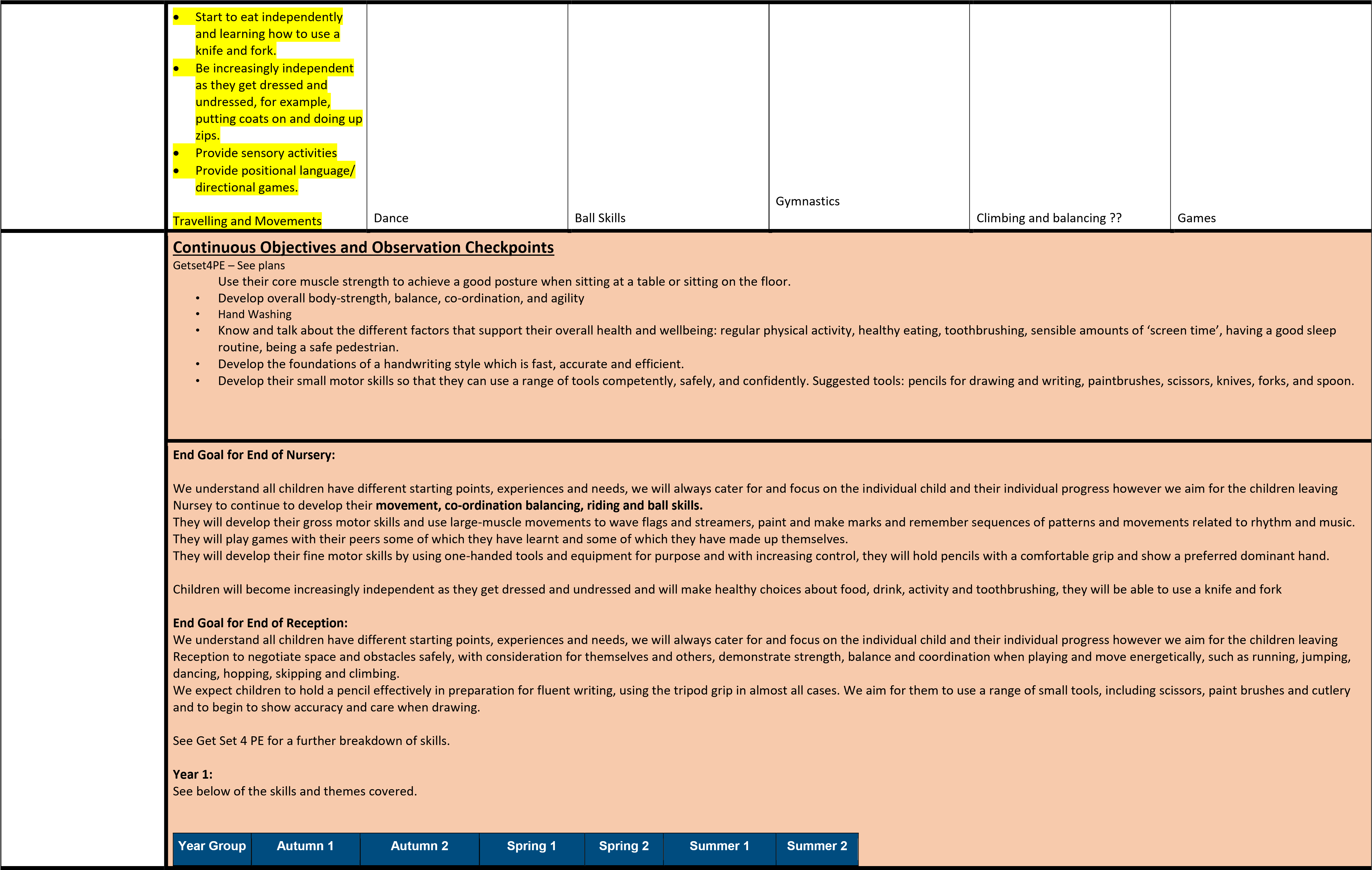
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|  |  | ❖ Select, rotate and manipulate shapes in order to develop spatial reasoning skills.   |  |  |  | | --- | --- | --- | | Begin to describe a sequence | | | | of events, real or fictional, using words such as ‘first’, | |  | | ‘then...’ |  | |  |  |  |  |
| **Key Vocabulary**  See the Maths Progression Vocabulary on our school website. | | | | | |
| **End Goal for End of Nursery:**  We understand all children have different starting points, experiences and needs, we will always cater for and focus on the individual child and their individual progress however we aim for the children leaving  Nursey to have a deep understanding of number language within play and use mathematical language reliably for example using more and less, same, heavy, light…. We aim for children to have a good understanding of numbers 0-5, they will be able to count out reliably and recite numbers to 5. We aim to give children all of the real-life experiences of mathematical problems for them to immerse themselves into and negotiate solving problems. We will give them the opportunity to discuss language of shape, not just 2D but also the shapes within the natural environment, such as the jagged edges, straight lines ….    **End Goal for End of Reception:**  We understand all children have different starting points, experiences and needs, we will always cater for and focus on the induvial child and their individual progress however we aim for the children leaving Reception to children will develop a strong grounding in number that 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. Children will develop a secure base of knowledge and vocabulary from which mastery of mathematics. Children will develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.  Although the statutory framework discusses the mastery approach to 10, like any other area of learning we will not put a ceiling on their learning and as we follow white rose, those who are confident and ready to will continue to numbers beyond.    **Year 1:**  **Number and Place Value:**  Pupils should be taught to:   * count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number * count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens * given a number, identify one more and one less * identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least  read and write numbers from 1 to 20 in numerals and words. **Addition and Subtraction:** read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs * represent and use number bonds and related subtraction facts within 20 * add and subtract one-digit and two-digit numbers to 20, including zero * solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9.   **Multiplication and Division:**  solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. **Fractions:**  recognise, find and name a half as one of two equal parts of an object, shape or quantity  recognise, find and name a quarter as one of four equal parts of an object, shape or quantity **Measurement:** compare, describe and solve practical problems for:   * lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] * mass/weight [for example, heavy/light, heavier than, lighter than] * capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] | | | | | |
|  | * time [for example, quicker, slower, earlier, later]  measure and begin to record the following: * lengths and heights  mass/weight  capacity and volume  time (hours, minutes, seconds)  recognise and know the value of different denominations of coins and notes * sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]  recognise and use language relating to dates, including days of the week, weeks, months and years  tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. **Properties of Shape:**   recognise and name common 2-D and 3-D shapes, including:   * 2-D shapes [for example, rectangles (including squares), circles and triangles]  3-D shapes [for example, cuboids (including cubes), pyramids and spheres].   **Position and Direction:**  describe position, direction and movement, including whole, half, quarter and thre equarter turns. | | | | | |

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| **Understanding the**  **World** | | | | | | | | | | | | | | | | | | | |
| **Understanding the**  **World**  **Past and Present**    **People, Culture and**  **Communities**    **The Natural World** | The children will learn about their bodies and staying healthy. They wi talk about their families, friends and groups they belong to and compare and contrast themselves to others. They will talk about the lives of the people around them and their roles in society: nurse/doctor/teacher. They will know some similarities an differences between things in the past and now (birth/toddler/child), drawing on their experiences and what has been read in class. | | | | | | | | | | | | | ll  d | The children will begin to understand some important processes and changes in the natural world around them, including the seasons Children will explore the world around them, they will investigate, discover, be intrigued and discuss animals that are nocturnal and diurnal, space, light and dark.   * Comment on images of   familiar situations in the past.   * Compare and contrast characters from stories, including figures from the past. * To recognise some environments that are different to the once in which they live. * Understand the effect of changing seasons on the natural world around them. * To draw information from a simple map. | The children will begin to explore the ecologically diverse world (production of food), the connections between plants and animals and the world around them. They will make observations and drawing pictures of animals. They will learn about similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.       * To understand that some   places are special to members of their community   * To draw information from a simple map. * Comment on images of   familiar situations in the past.   * Understand the past through settings, characters and events encountered in books read in class and storytelling | Children will begin to understand animals that live in Britian and similar and different animals in other countries drawing on knowledge from stories, nonfiction texts and maps. They will explore the natural world around them, making observations and drawing pictures of animals. They will begin to 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.    They will become aware that dinosaurs, woolly mammoths, dodo/animals were once alive but  are now extinct. They will understand some important processes and changes in the natural world around them, including extinction of animals.   * Understand the   past through settings, characters and events encountered in books read in class and storytelling   * To recognise   some environments that are different to the once in which they live. | The children will explore the natural world around them, making observations and drawing pictures of animals and plants. They will begin to understand what is needed to grow and environments which are suitable and not suitable.  They will 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.    • To recognise  some environments that are different to the once in which they live. | The children will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (fictional characters in the past) They will understand the past through settings, characters and events encountered in books read in class and storytelling.     * To recognise some environments that are different to the once in which they live. * Understand the past through settings, characters and events encountered in books read in class and storytelling |
|  | • Talk about members of their | | | | | | | | | |  | |
|  | immediate family and | | | | | |  | | |
| community. | |  | | | |
| • Talk about the lives of people | | | | | | | | | | |  |
|  | around them and their roles in | | | | | | | | | |
| society. |  | | | | | | | | |
| • Name and describe people who | | | | | | | | | | | |
|  | are familiar to them | | | | | . | | | | | |
| • Know some similarities and | | | | | | | | |  | | |
|  | differences between in the past | | | | | | | | | | |
| and now – in relation to | | | | | | |  | | | |
| themselves and their routine – | | | | | | | | | |  |
| and to comment on. | | | | |  | | | | |
| • To draw information from a | | | | | | | | | | |
|  | simple map. | | |  | | | | | | |
| • Recognise some similarities | | | | | | | | | | |
| • | and differences between life | | | | | | | | | | |
| in this country and life in | | | | | | | |  | | |
| other countries. | | | |  | | | |
| To recognise some | | | | |  | | |
| environments that are different to the one they live. | | | | | | |  |

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| Key Vocabulary | Past  Different  Now and Next  Then  Old and New |  | Order / sequence | Extinct  A long time ago  Changes / different |  |  |
|  | **Continuous Objectives and Observation Checkpoints**   * Understand the effect of changing seasons on the natural world around them. * Describe what they see, hear, and feel whilst outside. * Recognise that people have different beliefs and celebrate special times in different ways. * Explore the natural world around them * Understand the effect of changing seasons on the natural world around them. * Understand the past through settings, characters and events encountered in books read in class and storytelling * Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class * 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 | | | | | |
| **End Goal for End of Nursery:**    We understand all children have different starting points, experiences and needs, we will always cater for and focus on the individual child and their individual progress however we aim for the children leaving Nursey to have a good understanding of their **own life story and family history**. We aim for them to understand and develop **positive attitudes and to be respectful towards the similarities and differences of them and others**.  We aim for them to develop their understanding of the world around them and **to know that there are different countries and to talk about the similarities and differences** they have experienced of can see. We aim for them to **use all of their senses to explore and discuss the differences between materials and changes**. We want them to explore the natural **environment and materials and discuss the similarities and differences within their properties** using the wide range of vocabulary learnt.  We aim for children to understand **how plants and animals grow and to understand the importance of being respectful and taking care of our natural world**. We would like them to **show interests in different occupations and how things** work discussing different forces.    **End Goal for End of Reception:**    We understand all children have different starting points, experiences and needs, we will always cater for and focus on the individual child and their individual progress however we aim for the children leaving Reception to have a good understanding of their **own life story and family history, naming and describing the people who are familiar to them as well as talking about their community and their role in society**. We aim for the children to know some similarities and differences between **things in the past and now**, drawing on their experiences and what has been read in class for them **to understand the past through settings, characters and events** encountered in books read in class and storytelling.  Children will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and **maps**. They will 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. They will be able to 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.  They will explore the natural world around them, making observations and drawing pictures of animals and plants. They will 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.  They will understand some important **processes and changes in the natural world around them, including the seasons and changing states of matter**.    **Year 1: Science:**  At the end of Year 1 children will learn the following knowledge and skills.  **Plants:**   * Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees * Identify and describe the basic structure of a variety of common flowering plants, including trees. **Animals, including humans:** * identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals * identify and name a variety of common animals that are carnivores, herbivores and omnivores Science * describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. **Everyday Materials:** * distinguish between an object and the material from which it is made * identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock | | | | | |

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|  | * describe the simple physical properties of a variety of everyday materials * compare and group together a variety of everyday materials on the basis of their simple physical properties. **Seasonal Changes:** * observe changes across the four seasons * observe and describe weather associated with the seasons and how day length varies.   •  **Working Scientifically:**  During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:   * asking simple questions and recognising that they can be answered in different ways * observing closely, using simple equipment * performing simple tests * identifying and classifying * using their observations and ideas to suggest answers to questions * gathering and recording data to help in answering questions.         **History Year 1:**  **Chronological Understanding**   * Sequence events in their lifetime * Sequence 3 or 4 images/artefacts from distinctly different periods of time * Match objects to people of different ages * Can talk about past events in their own life * Can use terms such as now, then, old, new, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young. **Knowledge and Understanding:** * To recall some facts about people/events before living memory. * To say why people may have acted the way they did. * To tell the difference between past and present in their own lives and other people’s lives. **Historical Interpretation** * To talk about some of the different ways that the past is recorded or represented.   **Historical Enquiry**   * To use different sources (photos, film, artefacts and books ) to find out about the past * To explore events, look at pictures and ask questions i.e, “Which things are old and which are new?” or “What were people doing?” * To look at objects from the past and ask questions i.e, “What were they used for?” and try to answer.   **Organisation and Communication**   * To communicate what they understand in different ways e.g. speaking, role play, pictures • To sort events or pictures into then/now * Tell stories about the past. * Talk, write and draw about things from the past. **Vocabulary Progression:**   Long ago  Yesterday  Museum  Church  Local      **Geography Year 1:**  **Locational Knowledge:**   * To talk about human environment and the local areas. To identify a range of human environments, such as the local area and contrasting settlements and describe them and some activities that occur. * To make observations and describe the local area and the nearest green space. * To talk about a natural environment, naming its features using some key vocabulary. * The children to use an atlas to locate on a map four countries and capital cities of the UK |





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|  | |  | | --- | | Nursery | | |  | | --- | | Introduction to P.E Unit 1 | | | |  | | --- | | Fundamentals: Unit 1 | | | |  | | --- | | Gymnastics: Unit 1 | | | |  | | --- | | Dance: Unit 1 | | Ball Skills: Unit 1 | | Games: Unit 1 |  |  |  | |
| |  | | --- | | Reception | | |  | | --- | | Introduction to P.E Unit 2 | | | |  | | --- | | Fundamentals: Unit 2 | | | |  | | --- | | Gymnastics: Unit 2 | | | |  | | --- | | Balancability (LSSP) | | Ball Skills: Unit 2 | | Games: Unit 2 |
| |  | | --- | | Year 1 | | |  | | --- | | Fundamentals (LSSP) | | | |  | | --- | | Dance (LSSP) | | | |  | | --- | | Invasion Games | | | |  | | --- | | Gymnastics | | |  | | --- | | Striking and Fielding | | | |  | | --- | | Athletics | |
| Art  Expressive Arts and Design | | | | | | | | | | | | | | | | |
| **Expressive Art and**  **Design**    **Creating with Materials**    **Being Imaginative and**  **Expressive**    We want to expose  children to different artists associated to whatever theme of interest.    ***Also we follow resonate planning for Music*** |  | | | | | | | | | | | | | **Georgia O’Keeffee**  **American, Female, abstract art**     * Drawing * Line * Painting * Pop Art * Food * colour * Art using technology * Sculpting – fimo- clay * Layering * Responding to Music and Songs * Plant Growth Songs, Instruments and Music      * Explore and engage in music making and dance, performing solo or in groups. * Sing a range of wellknown nursery rhymes and songs | **art**    • • • • • • •  •    •  •  • | Roy Lichtenstein – American Pop  Drawing  Line  colour  Painting  Shading  Pop Art  Textiles  Responding to Music and Songs  Develop storylines in their pretend play. Invent, adapt and recount narratives and stories with peers and their teacher.  Sing a range of wellknown nursery rhymes and songs |
|  | **Andy Goldsworthy** | |  | | **Jackson Pollock – Male,**  **American Painter, abstract Bridget Riley – British, woman, Op art.**     * Abstract * Line and shape * **Printing** * Pattern * colour * Flicking * Dripping * Painting * Responding to Music and Songs     •     |  |  | | --- | --- | | Explore, use and refine a | | | variety of artistic effects | | | to express their ideas |  |   and  feelings.   * Sing in a group or on their own, increasingly matching the pitch and following the melody * Develop storylines in their pretend play. * Explore and engage in music making and dance, performing solo or in groups. * Sing a range of wellknown nursery rhymes and songs | | **Pablo Picasso & Frida Kahlo**  **Mexican painter- portraits (Year**  **2)**     * Portraits     Revisit Andy Goldsworthy  environmental work     * Drawing * **Painting** * colour * Oils * Responding to Music and Songs * Responding to Music and   Songs     * Develop storylines in their pretend play. * Explore and engage in music making and dance, performing solo or in groups. * Sing in a group or on their own, increasingly matching the pitch and following the melody * Sing a range of wellknown nursery rhymes and songs | | | **Henri Mattise**  **French, Male, Abstract**     * Abstract Art * Collages * Shape and colour * Songs, instruments, dance and dances from around the world. * Animal Songs/noises, Instruments and Music      * Develop storylines in their pretend play. * Watch and talk about dance and performance art, expressing their feelings and responses. * Sing a range of wellknown nursery rhymes and songs | | |
| **Male, British Sculpture / land art** | | |  |
| * Natural * Colour * Pattern * Shape * Sculpture – sand – playdough – fimo * Environmental and contemporary art * Self portraits * Outline of faces * Cutting leaves * Forest school * Ourselves Songs and Rhymes and songs from around the world.      * Create collaboratively sharing ideas, resources and skills. * Watch and talk about dance and performance art, expressing their feelings and responses. * Sing a range of wellknown nursery rhymes and songs | | |
|  | **Continuous Objectives and Observation Checkpoints**   * Explore, use and refine a variety of artistic effects to express their ideas and feelings. * Sing in a group or on their own, increasingly matching the pitch and following the melody. * Listen attentively, move to and talk about music, expressing their feelings and responses. * Return to and build upon their previous learning, refining ideas and developing their ability to represent them. * Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. | | | | | | | | | | | | |  |  | |

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| Key Vocabulary | * Natural Art * Colour * Pattern * Shape * Carving * Observe * Size * Background * Cutting * Weaving | * Abstract * Primary * Secondary * Line and shape * **Printing** * Pattern * colour * Flicking * Mix * Dripping * Painting * Splat * Brush * Stroke | * Line * Shape * Shade * Lighter * Darker * Tone * Opposites | * Shape and colour | * Drawing * Line * Painting * Pop Art * Print |  |
| **End Goal for End of Nursery:**    We understand all children have different starting points, experiences and needs, we will always cater for and focus on the individual child and their individual progress however we aim for the children leaving Nursey to explore different materials and develop their ideas about how to use them, what to make and which joining materials to use.  They will use shapes to represent objects and draw to represent ideas like movement or loud noises, they will experiment with colour mixing and start to draw with increasing complexity and detail.  Children will listen with increased attention to sounds, they will know songs and sing with rhythm and respond to melodic shapes developing into creating their own or adapting songs. They will play instruments with increasing control to express feelings and ideas.    They will begin to develop complex stories using small world equipment, they will take part in simple pretend play, using an object to represent something else even though they are not similar. They will make imaginative and complex ‘small worlds’ with blocks and construction kits and respond to what they have heard, expressing their thoughts and feelings.    **End Goal for End of Reception:**  We understand all children have different starting points, experiences and needs, we will always cater for and focus on the individual child and their individual progress however we aim for the children leaving Reception children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will share their creations, explaining the process they have used. They will make use of props and materials when role playing characters in narratives and stories. The children will invent, adapt and recount narratives and stories with peers and their teacher. They will learn to sing a range of well-known nursery rhymes and topical songs related to their topic and they will perform.    **Year 1:**  Children in year 1 will develop the following knowledge and skills when in Year 1: **Drawing:**   * Explore different textures * Observe and draw landscapes * Observe patterns * Begin to explore the use of line, shape and colour **Painting and Printing:** * To be able to name colours. * To be able to mix colours Primary and Secondary colours. * Use a variety of tools and techniques including the use of different brush sizes and types * Build a repeating pattern and recognise pattern in the environment * Block printing using a range of tools **Textiles/Collage and 3D Form:** * Practise cutting, shaping and assembling a range of materials for specific purposes * Discuss properties of materials * Use recycled materials to construct forms **Vocabulary Expected to Learn:**   Colour, primary, secondary, mix, shade, lighter, tone, darker, pattern, brush, stroke, observe, print, carving, size, scale, background, pastels, paint, cutting, weaving, basket weaving, borders, woven, opposite **Artists covered:**  Wassily Kandinsky  Vince Van Gogh Gunta Stolzl | | | | | |

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| **Personal, Social and**  **Emotional**  **Development**    **Building Relationships**    **Managing Self**    **Self-Regulation** | Knowing our experience of previous cohorts within CVP, we have broken down further needs we have identified that need to be taught in relation to PSED and Emotional Regulation and using ROAR.    Children will become familiar with the ROAR rainbow and will start to use the number system appropriately.    Children will identify and name emotions within books, stories and film. | Children will be introduced to the ROAR characters, what they mean and identifying them throughout the day in what children do:   * Reliant Ralph * Basic Bob * Belonging Billy and Bella * Learning Leo * Copying Cody * Core-self Courtney     Children will talk about how emotions feel on our own bodies. | Children will learn how to use the ROAR thermometer.    Children will identify emotions on their own bodies. | Children will learn techniques to help with identified emotions. | Embed, apply and celebrate all learning, rectify misconceptions and address any needs. | Embed, apply and celebrate all learning, rectify misconceptions and address any needs. |
|  | **Continuous Objectives and Observation Checkpoints**  Taken from Development matters, running through the whole year:   * Build constructive and respectful relationships. * See themselves as a valuable individual * Express their feeling and consider the feelings of others * Show resilience and perseverance in the face of a challenge * Identify and moderate their own feelings socially and emotionally * Think about the perspectives of others * Manage their own needs | | | | | |
| **End Goal for End of Nursery:**    We understand all children have different starting points, experiences and needs, we will always cater for and focus on the individual child and their individual progress however we aim for the children leaving Nursey to understand and use the ROAR rainbow to discuss and identify **their feelings**. They will be able to identify their emotions and feeling and **will begin to understand how others feel**. We aim for our children to understand their role within our class/school/community and their sense of responsibility.    We aim for children to feel confident, become more outgoing within their surroundings and within new social situations. We aim for children to **achieve a goal** they have chosen for themselves or one suggested to them by **selecting resources confidently and independently** with some help within their environment.    We aim for children to play with one or more other children, extending and elaborating play ideas whilst helping to find solutions to conflicts and rivalries, they will develop appropriate ways of being assertive and solve conflicts with others. They will **increasingly follow rules, understanding why they are important**.    **End Goal for End of Reception:**    We understand all children have different starting points, experiences and needs, we will always cater for and focus on the individual child and their individual progress however we aim for the children leaving Reception to understand and use the ROAR rainbow to discuss and identify their feelings. They will be able to identify **their and others emotions** and feeling and **will understand** how others feel. **They will learn tips and techniques to help them regulate their emotions and how to help others.** Children will work and play cooperatively **and collaboratively** and take turns with others, they will form positive attachments to adults and friendships with peers and will **show sensitivity to their own and to others’ needs.**    Children will set and work towards simple goals, **being able to wait for what they want and control their immediate impulses** when appropriate. They will 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**. Children will be confident to try new activities and **show independence, resilience and perseverance in the face of challenge.** They will **explain the reasons for rules**, **know right from wrong** and try to behave accordingly.    Children will manage their own basic **hygiene and personal needs, including dressing, going to the toilet** and understanding the **importance of healthy food choices** and **oral health**.      **Year 1 related to PSEH children will:**  At the end of Year 1 children will learn the following knowledge and skills through the PSHE Association Framework- which is adapted for our school. **Health and Well-being:** | | | | | |

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|  | * What it means to have a healthy diet * Things that people put into their bodies and can effects their bodies. * How Vaccinations and medicines keep people healthy * Long term and regular medicines * How Hygiene is important and germs and general hygiene * Roles within the communities and within different contexts * Stranger danger * What to do if children are in danger, how they can be listened to and who to call.     **Relationships:**   * What is the same and different about us * How they are unique and different to others * Who is special to us * Groups of people they belong to and relationships between others * How we show we love each other * The differences and similarities between families * Different features of family life * The importance of telling a trusted adult their worries about family * Correct names for the parts of human body including genitalia * Private parts covered by underwear are private **Living in the wilder world:** * What can we do with money * Where how, what we can do with money * How to keep it safe * The differences between needs and wants   **How can we look after each other in the world**   * How kind and unkind actions can affect others * How to work co-operatively inside classroom and within the wider classroom * How people and animals need to be looked out for and cared for * What can harm the local and wider environment and how we can help * Changes as we grow including managing change (transitions to new class) | | | | | |
| **Executive Functioning’s**  **CoET&L**    All of these objectives are ongoing throughout the year however we have identified when  they often need to be explicitly focused on. | **Playing and Exploring:**   * Make choices and   explore different resources and materials   * Realise that their actions have an effect on the world, so they want to keep repeating them.   **Active Learning:**   * Participate in routines * Begin to predict sequences because they know routines. * Sort materials. For example, at tidy-up time | **Playing and Exploring:**  • Plan and think ahead about how they will explore or play with objects.    **Creating and thinking critically** Review their progress as they try to achieve a goal. Check how well they are doing. | Throughout the whole of the curriculum adults are constantly encouraging, modelling language of, teaching and giving children the experiences to strengthen their executive functions this includes:   * Holding information in their mind * Focus their attention * Regulate their behaviour * Plan what to do next     These abilities contribute to the child’s growing ability to self-regulate:   * Focus their thinking * Monitor what they are doing and adapt * Regulate strong feelings * Be patient for what they want * Bounce back for when things get difficult | | | |
|  | **Playing and Exploring:**   * Guide their own thinking and actions by talking to themselves while playing. * Make independent choices. Do things independently that they have been previously taught. * Bring their own interests and fascinations into early years settings. * Respond to new experiences that you bring to their attention. | | | | | |
|  | **Active Learning:**   * Show goal-directed behaviour * Use a range of strategies to reach a goal they have set themselves * Begin to correct their mistakes themselves. * Keep on trying when things are difficult   **Creating and thinking critically:**   * Take part in simple pretend * Review their progress as they try to achieve a goal. Check how well they are doing. * Solve real problems * Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. * Use pretend play to think beyond the ‘here and now’ and to understand another perspective * Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions. | | | | | |
| **Possible Trips** | * Fire station * Police officer, doctor, nurse, dentist visitors to school * Different places of worship * Forest school & local forest | * Local Parks * Museum | * Calderstones Story Barn * Farm – focusing on production of meat and milk… * Library local and Liverpool city centre * Pantomime | * Museums * Zoo * Safari park * Martine Mere | * Martine Mere * Garden Centre * Museum | ❖ Theatre |
| **Forest School, Bush Craft and Den Making** | During the course of the year the children will take part in a variety of shared experiences and develop skills which will include: studying wildlife, playing team and group games, communication/friendship activities, sensory activities, phonics activities, physical movement, rope and string work, art and sculpture, developing stories and drama, shelter building, tool use, woodland and traditional craft, fire lighting and cooking. Children will discuss mental health and well-being, learn techniques to help them and understand the importance of being outdoors on our mental health.  The children will explore our sensory world and will develop their gross and fine motor skills as well as their strength, co-ordination and positional awareness. They will have  opportunities to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. They will have opportunity to develop fine motor control and precision whilst developing their hand-eye co-ordination.  They will have the opportunity to practice using small tools which allows children to develop proficiency, control and confidence. | | | | | |
| **Spanish** | Refer to Long term Spanish Planning | | | | | |