



# 1-TERM PLANS at Tranmere Park

## EYFS



Subject Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Topic</b> Entry and exit point – can be changed dependent upon cohort and ideas.</p> <p><b>Key question</b></p>	<p><b>Marvellous Me!</b></p>  <p><b>Entry:</b> Home visits and all about me booklets (due to transition) <b>Exit:</b> Stay and play session to show how special they are? <b>KQ - How am I different to other people?</b></p>	<p><b>Let's Celebrate!</b></p>  <p><b>Entry:</b> Exploding rockets, fireworks and colourful bonfire pictures. <b>Exit:</b> Children design their own Winter celebration and then attend it. <b>KQ - What makes a great celebration?</b></p>	<p><b>Let's Pretend!</b></p>  <p><b>Entry:</b> Puppet show using a variety of finger puppets. <b>Exit:</b> Visit to Skipton Castle / visit to live performance / visitor to perform. <b>KQ - What do actors do to 'pretend' really well?</b></p>	<p><b>Feed Me, Please!</b></p>  <p><b>Entry:</b> Planting seeds and growing song in PE. <b>Exit:</b> Create their own meal/course and share it with their friends / family. <b>KQ - Where does my food come from?</b></p>	<p><b>Amazing Animals!</b></p>  <p><b>Entry:</b> Animal tea party with face paints <b>Exit:</b> Visit to Yorkshire Wildlife Park. <b>KQ - Which is the most amazing animal?</b></p>	<p><b>Book Choice (Changes)</b></p>  <p><b>Entry:</b> Dependent upon choice of book and needs of children <b>Exit:</b> Dependent upon choice of book and needs of children <b>KQ - Dependent upon choice of books and needs of children</b></p>
<p><b>Key Texts that will be studied (not limited to)</b> (Reading Spine Books) (Non-Fiction Books) (Poetry Books)</p>	<ul style="list-style-type: none"> <li>Owl Babies – Martin Waddell</li> <li>Goodnight Moon (Margaret Wise Brown)</li> <li>Mrs Armitage on Wheels (Quentin Blake)</li> <li>See Inside Your Body (Usborne book)</li> <li>Poems For the Very Young (Michael Rosen)</li> </ul>	<ul style="list-style-type: none"> <li>What Do You Celebrate? (Whitney Stewart)</li> <li>A Year Full of Celebrations and Festivals (Claire Grace)</li> <li>Noisy Poems (Jill Bennett)</li> </ul>	<ul style="list-style-type: none"> <li>Whatever Next (Jill Murphy)</li> <li>On the Way Home (Jill Murphy)</li> <li>Shhh (Sally Grindley)</li> <li>Making Puppets NF (James Dunbar)</li> <li>Puppets NF (Gill Munton)</li> <li>The Princess and the Wizard (Julia Donaldson)</li> <li>Poems Out Loud (Ladybird Books)</li> </ul>	<ul style="list-style-type: none"> <li>Handa's Surprise (Eileen Brown)</li> <li>Farmer Duck (Martin Waddell)</li> <li>The Gingerbread Man (Alan MacDonald)</li> <li>Supertato (Sue Hendra)</li> <li>Tasty Poems (Jill Bennett)</li> </ul>	<ul style="list-style-type: none"> <li>The Gruffalo (Julia Donaldson)</li> <li>Six Dinner Sid (Inga Moore)</li> <li>Rosie's Walk (Pat Hutchins)</li> <li>Animal Encyclopaedia (Penelope Arlon)</li> <li>Wriggle and Roar, Rhymes to Join in With (Julia Donaldson)</li> </ul>	<ul style="list-style-type: none"> <li>Mr Gumpy's Outing (John Burningham)</li> </ul> <p>(Non-fiction and Poetry Book choices are dependent upon book choice and cohort)</p>
<p><b>Possible Lines of Enquiry / Interests (not limited to)</b></p>	<p>Myself, family, homes and hobbies Looking after ourselves (teeth, body, healthy eating) People who help us (emergency and non-emergency occupations) Mindfulness / wellbeing Autumn / Harvest</p>	<p>Bonfire Night / Guy Fawkes Remembrance Day Weddings Diwali Birthdays Halloween Christmas Winter</p>	<p>Settings (e.g. Arctic / Forest / Desert) Crafting techniques Superheroes Castles and royalty (past and present) Transport Fairytails</p>	<p>Food and plants Spring Easter Human and plant changes Gardening Weather Measuring time (days, months)</p>	<p>The world (land, water continents and countries) Life cycles Habitats Caring for animals and vets Types / grouping of animals Textures and patterns Colours and camouflage</p>	<p>(Dependent upon book choice and cohort) Floating and sinking Summer Transition / Changes</p>
<p><b>Possible Educational Visits / Memorable Experiences</b> Can be changed dependent upon cohort and ideas.</p>	<p>Home visits School tour All transition procedures Meeting key members of staff</p>	<p>Nativity performance Pantomime Christmas /winter fair</p>	<p>Visit to castle Puppet show / performers in school Class buddies to perform to each other</p>	<p>Visit to a farm Cooking / tasting sessions Growing own foods, harvesting them and cooking with them</p>	<p>Visit to Yorkshire Wildlife Park Animal visitors Ned the Dog visit / Police dog visit Pet shop visit</p>	<p>Dependent upon choice of book and needs of children</p>
<p><b>Characteristics of Effective Teaching and Learning</b> Creating and thinking critically Active Learning Playing and Exploring</p>	<ul style="list-style-type: none"> <li>Know more so feel confident about coming up with their own ideas (e.g. give children chance to explain their own ideas)</li> <li>They are increasingly able to control their attention and ignore distractions</li> <li>Participate in routines (e.g. participate in tidy up time, playtimes etc.)</li> <li>Respond to new experiences that you bring to their attention (e.g. regularly provide new materials and interesting things for children to explore and investigate)</li> </ul>	<ul style="list-style-type: none"> <li>Concentrate on achieving something that's important to them (e.g. make time and space for children to become deeply involved in imaginative play)</li> <li>Begin to predict sequences because they know routines (e.g. use of a visual timetable to discuss the day ahead)</li> <li>Plan and think ahead about how they will explore or play with objects (e.g. draw a building before constructing it)</li> </ul>	<ul style="list-style-type: none"> <li>Take part in simple pretend play (e.g. providing open-ended resources that can be used in many ways)</li> <li>Use pretend play to think beyond the 'here and now' and to understand another perspective (e.g. holding sustained conversation containing how and why questions)</li> <li>Show goal-directed behaviour (e.g. indoor and outdoor opportunities to play and explore freely)</li> </ul>	<ul style="list-style-type: none"> <li>Solve real problems (e.g. pose problems to do with topic where there are multiple answers)</li> <li>Review their progress as they try to achieve a goal. Check how well they are doing (e.g. go through learning journeys/work books to remind children of how far they have come and the progress they have made)</li> <li>Realise that their actions have an effect on the world, so want to keep repeating them (e.g. offering open ended resources)</li> </ul>	<ul style="list-style-type: none"> <li>Make more links between their own ideas (e.g. pose what is similar or different questions)</li> <li>Keep on trying when things are difficult (e.g. repeating something hard on their own)</li> <li>Make independent choices (e.g. children access their own resources to complete a task)</li> <li>Bring their own interests and fascinations into school, to help them to develop their learning (e.g. provide appropriate non-fiction books to help them follow their interests)</li> </ul>	<ul style="list-style-type: none"> <li>Sort materials (e.g. providing similar but different materials to sort in different ways)</li> <li>Begin to correct their mistakes themselves (e.g. giving plenty of time to make connections and repeat activities)</li> <li>Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing (e.g. referring to visual aids in the classroom to help them)</li> </ul>
<p><b>Communication and Language</b></p>	<p>As a prime area of learning, Communication and Language strands are woven through every topic and apply on an ongoing basis. Children have substantial opportunities for back-and-forth interactions and to practice and improve in these skills through high quality interactions and provision. Activities range from (and are not limited to) engaging in whole class, group, partner or individual discussions, echoing back from an adult, frequent telling of and engaging with stories, rhymes and poems, discussing facts found in non-</p>					

<p><b>(C&amp;L) PRIME AREA</b></p>	<p>fiction books, role playing, singing, rhyming, giving and following instructions, asking and answering well thought out questions, checking they understand, asking for elaboration, connecting ideas, learning and using new vocabulary, describing events, problem solving, learning French, using sound clouds and other technology, phonics lessons, assemblies, distinguishing between sounds (e.g. instruments, animal noises etc.) visits and visitors and daily/weekly interventions. There are certain topics that lend themselves to a more focussed teaching of the C&amp;L strands than others:</p>				
<p><b>Possible C&amp;L activities with the teacher and/or in provision (not limited to) in each topic are:</b></p>					
<ul style="list-style-type: none"> <li>- Talking about home and people who are special to them</li> <li>- Role playing about home</li> <li>- Working in small groups, partners, individually, whole class</li> <li>- Art or activities to do with faces / clothing / houses / families</li> <li>- Telling stories / rhymes / poems etc.</li> </ul> <p><b>Whole school oracy strand:</b> Be a Speaker (Related activity includes: Singing songs about themselves and their bodies.)</p>	<ul style="list-style-type: none"> <li>- Bonfire night discussions and talks about safety</li> <li>- Nativity performance</li> <li>- Reading letters and poems to/about soldiers and Remembrance</li> <li>- Discussing the differences between weddings</li> <li>- Teaching each other to make potions</li> </ul> <p><b>Whole school oracy strand:</b> Be a Linguist (Related activity includes: Express their emotions and feelings about celebrations using full sentences and correct tenses.)</p>	<ul style="list-style-type: none"> <li>- Becoming actors themselves including dressing up and using props</li> <li>- Role playing in small world</li> <li>- Using puppets / props etc.</li> <li>- Following and giving instructions for how to make puppets</li> <li>- Describing and comparing castles and their features</li> </ul> <p><b>Whole school oracy strand:</b> Be a Thinker (Related activity includes: listen to and act out stories to build familiarity and engage in story times.)</p>	<ul style="list-style-type: none"> <li>- Following instructions and giving instructions to others including planting, harvesting and cooking skills</li> <li>- Describing changes that they can see in the environment</li> <li>- Discussing the passing of time (e.g. yesterday, today, tomorrow etc.)</li> <li>- Rhymes and songs to do with growth</li> <li>- Role playing green grocers / farmers</li> </ul> <p><b>Whole school oracy strand:</b> Be a Thinker (Related activity includes: Understand and answer questions about why plants may or may not grow.)</p>	<ul style="list-style-type: none"> <li>- Describing textures / patterns</li> <li>- Listening to and understanding facts</li> <li>- Asking appropriate questions</li> <li>- Comparing animals, habitats, diets, behaviours etc.</li> <li>- Role playing vets, zoo keepers, animals etc.</li> <li>- Singing animal songs and making animal noises.</li> </ul> <p><b>Whole school oracy strand:</b> Be Aware of Others (Related activity includes: Read a range of non-fiction texts and the children come up with questions they would like to investigate further. Ask partners/groups and see if each other can answer them,)</p>	<p>Dependent upon choice of book and needs of children</p> <p><b>Whole school oracy strand:</b> Consolidation phase</p>
<p><b><u>Listening, Attention and Understanding (ELG)</u></b></p> <ul style="list-style-type: none"> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b><u>Speaking (ELG)</u></b></p> <ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> </ul>	<p><b><u>Listening, Attention and Understanding (ELG)</u></b></p> <ul style="list-style-type: none"> <li>- Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul> <p><b><u>Speaking (ELG)</u></b></p> <ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>- 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.</li> </ul>	<p><b><u>Listening, Attention and Understanding (ELG)</u></b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b><u>Speaking (ELG)</u></b></p> <ul style="list-style-type: none"> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>	<p><b><u>Listening, Attention and Understanding (ELG)</u></b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>	<p><b><u>Listening, Attention and Understanding (ELG)</u></b></p> <ul style="list-style-type: none"> <li>- Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul> <p><b><u>Speaking (ELG)</u></b></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>	<p><b><u>Listening, Attention and Understanding (ELG)</u></b></p> <ul style="list-style-type: none"> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> </ul>
<p><b>Personal, Social and Emotional Development (PSED) PRIME AREA</b></p>	<p>As a prime area of learning, Personal, Social and Emotional Development strands are woven through every topic and apply on an ongoing basis. Children have substantial opportunities to practice and improve in these skills through high quality interactions and provision. Activities range from (and are not limited to) working individually, in pairs, in groups and as a whole class, role playing, team work activities, family bag activities, speaking and listening tasks, managing their own needs, identifying and talking about feelings, identifying and sharing what makes them unique, opportunities to stretch out of their 'comfort zone', following and giving instructions, introducing rules and routines and daily/weekly interventions. There are certain topics that lend themselves to a more focussed teaching of the PSED strands than others:</p>				
<p><b>Possible PSED activities with the teacher and/or in provision (not limited to) in each topic are:</b></p>					
<ul style="list-style-type: none"> <li>- Learning and abiding by rules (Creating a set together as a class promise)</li> <li>- Giving and following instructions in baking / art / craft / maths etc. activities.</li> <li>- Learning about hygiene and health, and why it is important in so many different ways (dentist role-play).</li> </ul>	<ul style="list-style-type: none"> <li>- Discussions about why and how people celebrate different events / cultures etc.</li> <li>- Try an activity that they have never participated in before (exploding rockets etc.)</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Talking about emotions, empathy, actions and their consequences within stories and role-play (acting / using puppets)</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Learning about hygiene and health, and why it is important in so many different ways (diets, healthy food choices, exercise).</li> <li>- Acknowledging that they may need to wait to see results (e.g. growing plants etc.)</li> <li>- Work with a variety of different people and group sizes.</li> </ul>	<ul style="list-style-type: none"> <li>- Following instructions for how to look after an animal / pet etc.</li> <li>- Discuss favourite animals with peers and explain why. Discuss later too, and see if animals have changed due to facts they have learnt.</li> <li>- Why rules are important and ensuring we follow them on a school visit (e.g. Yorkshire Wildlife Park).</li> </ul>	<p>Dependent upon choice of book and needs of children</p>
<p><b><u>Self-Regulation (ELG)</u></b></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul> <p><b><u>Managing Self (ELG)</u></b></p> <ul style="list-style-type: none"> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of</li> </ul>	<p><b><u>Self-Regulation (ELG)</u></b></p> <ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> </ul> <p><b><u>Managing Self (ELG)</u></b></p> <ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> </ul> <p><b><u>Building Relationships (ELG)</u></b></p> <ul style="list-style-type: none"> <li>- Show sensitivity to their own and to others' needs.</li> </ul>	<p><b><u>Self-Regulation (ELG)</u></b></p> <ul style="list-style-type: none"> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> </ul> <p><b><u>Managing Self (ELG)</u></b></p> <ul style="list-style-type: none"> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul> <p><b><u>Building Relationships (ELG)</u></b></p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns</li> </ul>	<p><b><u>Self-Regulation (ELG)</u></b></p> <ul style="list-style-type: none"> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b><u>Building Relationships (ELG)</u></b></p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others.</li> </ul>	<p><b><u>Self-Regulation (ELG)</u></b></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul> <p><b><u>Managing Self (ELG)</u></b></p> <ul style="list-style-type: none"> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul> <p><b><u>Building Relationships (ELG)</u></b></p> <ul style="list-style-type: none"> <li>- Form positive attachments to adults and friendships with peers.</li> </ul>	<p><b><u>Self-Regulation (ELG)</u></b></p> <ul style="list-style-type: none"> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> </ul> <p><b><u>Building Relationships (ELG)</u></b></p> <ul style="list-style-type: none"> <li>- Form positive attachments to adults and friendships with peers.</li> </ul>

	<p>healthy food choices.</p> <p><b>Building Relationships (ELG)</b></p> <ul style="list-style-type: none"> <li>- Form positive attachments to adults and friendships with peers.</li> <li>- Show sensitivity to their own and to others' needs.</li> </ul>		with others.			
<p><b>Physical Development (PD)</b></p> <p><b>PRIME AREA</b></p>	<p>As a prime area of learning, Physical Development strands are woven through every topic and apply on an ongoing basis. Children have substantial opportunities to practice and improve in these skills through high quality interactions and provision. Activities range from (and are not limited to) outdoor learning opportunities, painting, drawing, cutting, joining, folding, printing, tracing, constructing with different media, mark making and writing in provision (e.g. lists, invitations, role play prescriptions etc.) cooking, 'Muddy Puddle Days', weekly PE lessons, eating meals, using PE equipment, aiming at targets, fine motor activities, phonics and writing sessions and daily/weekly interventions. Resources are developed throughout the year in line with skills progressions too (for example when painting during Autumn term the brushes are thicker compared to thin brushes in Summer term so the children can do more detailed work / in Autumn term larger blocks are used in the construction area whereas in Summer term there are smaller parts and loose parts). There are certain topics that lend themselves to a more focussed teaching of the physical development strands than others:</p> <p><b>Possible PD activities with the teacher and/or in provision (not limited to) in each topic are:</b></p>					
	<ul style="list-style-type: none"> <li>- PE lesson introduction (inc. safety, changing, rules etc.)</li> <li>- Outdoor area introduction and organisation with the children.</li> <li>- Cutting, painting, drawings of themselves, houses and families.</li> </ul>	<ul style="list-style-type: none"> <li>- Developing movements in response to music</li> <li>- PE lessons focussing on core fundamental skills</li> <li>- Drawing firework pictures</li> <li>- Creating poppies / poppy pictures and letters to soldiers</li> </ul>	<ul style="list-style-type: none"> <li>- Hand puppets (both acting with them so being coordinated and sewing activity to make them)</li> <li>- Demonstrating fundamental skills when acting out stories.</li> <li>- Writing stories / captions etc.</li> </ul>	<ul style="list-style-type: none"> <li>- In the outdoor area when planting, looking after, harvesting, measuring plants.</li> <li>- Cooking skills</li> <li>- Using tools for above tasks.</li> <li>- Observational drawings of plants.</li> </ul>	<ul style="list-style-type: none"> <li>- Fun activities promoting movements and negotiating space e.g. dog agility classes etc.</li> <li>- Moving like specific animals</li> <li>- Balancing in the pose of an animal</li> <li>- Writing facts about animals</li> </ul>	Dependent upon choice of book and needs of children
	<p><b>Gross Motor Skills (ELG)</b></p> <ul style="list-style-type: none"> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills (ELG)</b></p> <ul style="list-style-type: none"> <li>- Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>- Begin to show accuracy and care when drawing.</li> </ul>	<p><b>Gross Motor Skills (ELG)</b></p> <ul style="list-style-type: none"> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills (ELG)</b></p> <ul style="list-style-type: none"> <li>- Begin to show accuracy and care when drawing.</li> </ul>	<p><b>Gross Motor Skills (ELG)</b></p> <ul style="list-style-type: none"> <li>- Demonstrate strength, balance and coordination when playing.</li> </ul> <p><b>Fine Motor Skills (ELG)</b></p> <ul style="list-style-type: none"> <li>- Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> </ul>	<p><b>Gross Motor Skills (ELG)</b></p> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others.</li> </ul> <p><b>Fine Motor Skills (ELG)</b></p> <ul style="list-style-type: none"> <li>- Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>- Begin to show accuracy and care when drawing.</li> </ul>	<p><b>Gross Motor Skills (ELG)</b></p> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others.</li> </ul> <p><b>Fine Motor Skills (ELG)</b></p> <ul style="list-style-type: none"> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills (ELG)</b></p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> </ul>	<p><b>Gross Motor Skills (ELG)</b></p> <ul style="list-style-type: none"> <li>- Demonstrate strength, balance and coordination when playing.</li> </ul> <p><b>Fine Motor Skills (ELG)</b></p> <ul style="list-style-type: none"> <li>- Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> </ul>
<p><b>Literacy (L)</b></p> <p><b>SPECIFIC AREA</b></p>	<p>This area is of great focus in our curriculum. Literacy lessons are taught four times per week and phonics lessons happen daily (see below). Children read a minimum of twice per week with an adult (the lowest 20% read daily) and interventions for writing and phonics happen regularly with teachers and/or TAs. Literacy activities are always available in provision. Some examples (not limited) are writing, making and reading lists, instructions, captions, stories, labels, poems, letters, props for roleplay, displays and recipes. There are certain topics that lend themselves to a more focussed teaching of the literacy strands than others:</p> <p><b>Possible literacy activities with the teacher and/or in provision (not limited to) in each topic are:</b></p>					
	<ul style="list-style-type: none"> <li>- Daily story / rhyme time and children predict what may happen next or come up with an alternative ending</li> <li>- Talk about favourite stories</li> <li>- Discuss stories about families and occupations</li> </ul>	<ul style="list-style-type: none"> <li>- Retell key stories / information about festivals / celebrations</li> <li>- Write labels for pictures / captions</li> <li>- Identify key initial sounds in words</li> </ul>	<ul style="list-style-type: none"> <li>- Retell stories in role, with puppets, using props</li> <li>- Change an ending to a story</li> <li>- Discuss and compare stories, characters and settings</li> </ul>	<ul style="list-style-type: none"> <li>- Using vocabulary to do with plants, food, diets etc.</li> <li>- Writing instructions or observations to do with plants / recipes etc.</li> <li>- Reading and writing plant poems.</li> </ul>	<ul style="list-style-type: none"> <li>- Writing a story about an animal</li> <li>- Write a caption for a picture</li> <li>- Fact books about animals</li> <li>- Learning how to look after animals (e.g. following instructions)</li> </ul>	Dependent upon choice of book and needs of children
	<p><b>Daily phonics lessons</b></p> <p>Children participate in daily phonics lessons with the teacher (and interventions with teacher and / or TA for those who need it). We learn sounds, how to write them, how to read them within words and apply this in games and other activities.</p> <p><b>Comprehension (ELG)</b></p> <ul style="list-style-type: none"> <li>- Anticipate (where appropriate) key events in stories.</li> </ul> <p><b>Word Reading (ELG)</b></p> <ul style="list-style-type: none"> <li>- Read words consistent with their phonic knowledge by sound-blending.</li> </ul> <p><b>Writing (ELG)</b></p> <ul style="list-style-type: none"> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> </ul>	<p><b>Daily phonics lessons</b></p> <p>Children participate in daily phonics lessons with the teacher (and interventions with teacher and / or TA for those who need it). 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<p><b>Mathematics (M)</b></p> <p><b>SPECIFIC AREA</b></p>	<p>Mathematics lessons are taught four times per week and interventions for number happen regularly with teachers and/or TAs. We use White Rose Maths to assist with planning and sequencing our learning (see maths long term plans). In addition to number and numerical patterns, the important themes of shape, space and measure are also taught and activities for the children to test and embed all of their mathematical knowledge are found at all times in provision. Some examples (not limited) are counting objects for recipes, using numicon to investigate number and shape, measuring paper to make hats, timing themselves at a game, writing number sentences to match objects, sorting numbers and objects, comparing and ordering numbers and objects, weighing items, making</p>					

	potions using liquid, cooking, exploring repeating patterns, using timetables, building with 3D solids and drawing using 2D shapes, using coins in a shop, doubling or halving items needed for a party and recording their own mathematical language. There are certain topics that lend themselves to a more focussed teaching of the mathematics strands than others:					
	<b>Possible mathematics activities with the teacher and/or in provision (not limited to) in each topic are:</b>					
	<ul style="list-style-type: none"> <li>- Counting members of the family and comparing numbers</li> <li>- Subitising quickly from a picture or diagram</li> <li>- Counting out ingredients for a potion</li> </ul>	<ul style="list-style-type: none"> <li>- Counting sheets</li> <li>- Tens frames activities</li> <li>- Subitising using various images / practical equipment</li> <li>- Comparing amounts of presents</li> <li>- Wrapping paper patterns</li> <li>- Counting noises</li> </ul>	<ul style="list-style-type: none"> <li>- Counting equipment / tools needed to make a puppet / model etc.</li> <li>- Comparing numbers of characters in stories.</li> </ul>	<ul style="list-style-type: none"> <li>- Measuring plants and comparing numbers</li> <li>- Simple adding of different amounts together e.g. 4 seeds and 3 seeds</li> <li>- Counting and recognising numbers beyond 20.</li> </ul>	<ul style="list-style-type: none"> <li>- Problem solving involving animals e.g. how many legs / how many horseshoes are needed if the horses have doubled? etc.</li> <li>- Sharing food for animals / teeth in mouths etc.</li> </ul>	Dependent upon choice of book and needs of children
	<u>Number (ELG)</u> <ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number.</li> <li>- Subitise (recognise quantities without counting) up to 5.</li> </ul> <u>Numerical Patterns (ELG)</u> <ul style="list-style-type: none"> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> </ul>	<u>Number (ELG)</u> <ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number.</li> <li>- Subitise (recognise quantities without counting) up to 5.</li> </ul> <u>Numerical Patterns (ELG)</u> <ul style="list-style-type: none"> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> </ul>	<u>Number (ELG)</u> <ul style="list-style-type: none"> <li>- Subitise (recognise quantities without counting) up to 5.</li> </ul> <u>Numerical Patterns (ELG)</u> <ul style="list-style-type: none"> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> </ul>	<u>Number (ELG)</u> <ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number.</li> <li>- 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.</li> </ul> <u>Numerical Patterns (ELG)</u> <ul style="list-style-type: none"> <li>- Verbally count beyond 20, recognising the pattern of the counting system.</li> </ul>	<u>Number (ELG)</u> <ul style="list-style-type: none"> <li>- 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.</li> </ul> <u>Numerical Patterns (ELG)</u> <ul style="list-style-type: none"> <li>- Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<u>Number (ELG)</u> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>
	<b>Possible UW activities with the teacher and/or in provision (not limited to) in each topic are:</b>					
	<ul style="list-style-type: none"> <li>- Talking about / painting / drawing / labelling their families</li> <li>- Discussion about occupations</li> <li>- Autumn and what they may see / hear</li> <li>- Senses</li> <li>- Mapping a journey</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion / videos / experience differences in celebrations from different cultures</li> <li>- Guy Fawkes story from the past</li> <li>- Water / ice / changes of state</li> <li>- Winter and what they may see / hear</li> </ul>	<ul style="list-style-type: none"> <li>- Occupations / households / traditions from the past in stories</li> <li>- Comparing stories</li> <li>- Story maps</li> <li>- Castles and some of their features from fairytales</li> <li>- Comparing settings</li> </ul>	<ul style="list-style-type: none"> <li>- Noticing and comparing changes in plants</li> <li>- Older tools used for farming</li> <li>- Comparison of weather in countries and how this effects what can grow / what we eat</li> <li>- Observational drawing</li> <li>- Spring and what they may see / hear</li> </ul>	<ul style="list-style-type: none"> <li>- Roles to do with animals (e.g. vet, zookeeper, pet shop owner, dog trainer etc.)</li> <li>- Countries / climates where animals live and their habitats e.g. forest, polar regions, desert etc.</li> <li>- Looking at a globe for countries</li> <li>- Animal stories with settings in</li> </ul>	Dependent upon choice of book and needs of children
<b>Understanding the World (UW) SPECIFIC AREA</b>	RE lessons. Muddy puddle days. There are certain topics that lend themselves to a more focussed teaching of the UW strands than others:					
	<u>Past and Present (ELG)</u> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society.</li> </ul> <u>People, Culture and Communities (ELG)</u> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>- 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.</li> </ul> <u>The Natural World (ELG)</u> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<u>Past and Present (ELG)</u> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society.</li> </ul> <ul style="list-style-type: none"> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <u>People, Culture and Communities (ELG)</u> <ul style="list-style-type: none"> <li>- 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.</li> </ul> <u>The Natural World (ELG)</u> <ul style="list-style-type: none"> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<u>Past and Present (ELG)</u> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society.</li> </ul> <ul style="list-style-type: none"> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul> <ul style="list-style-type: none"> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <u>People, Culture and Communities (ELG)</u> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> </ul> <u>The Natural World (ELG)</u> <ul style="list-style-type: none"> <li>- 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.</li> </ul>	<u>Past and Present (ELG)</u> <ul style="list-style-type: none"> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul> <u>People, Culture and Communities (ELG)</u> <ul style="list-style-type: none"> <li>- 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.</li> </ul> <u>The Natural World (ELG)</u> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>- 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.</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<u>Past and Present (ELG)</u> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society.</li> </ul> <u>People, Culture and Communities (ELG)</u> <ul style="list-style-type: 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<b>Expressive Arts and Design (EAD) SPECIFIC AREA</b>	<b>Possible EAD activities with the teacher and/or in provision (not limited to) in each topic are:</b>					
	<ul style="list-style-type: none"> <li>- Cutting / colouring / creating faces, families and representations of themselves.</li> <li>- Mrs Armitage acting out using props</li> </ul>	<ul style="list-style-type: none"> <li>- Songs and musical instruments for nativity</li> <li>- Rhyme time</li> <li>- Explain how they made a bonfire picture</li> </ul>	<ul style="list-style-type: none"> <li>- Cutting, joining, colouring etc. to create a puppet</li> <li>- Use puppet for role play and create a narrative</li> </ul>	<ul style="list-style-type: none"> <li>- The Enormous Turnip story role play recount</li> <li>- Observational drawings</li> <li>- Planting using tools</li> </ul>	<ul style="list-style-type: none"> <li>- Materials for appropriate habitats / patterns for animals / function of shelters etc.</li> <li>- Gruffalo / Six Dinner Sid recount</li> </ul>	Dependent upon choice of book and needs of children
<u>Creating With Materials (ELG)</u> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>- Share their creations, explaining the process they have used.</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <u>Being Imaginative and Expressive (ELG)</u> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher.</li> </ul>	<u>Creating With Materials (ELG)</u> <ul style="list-style-type: none"> <li>- Share their creations, explaining the process they have used.</li> </ul> <u>Being Imaginative and Expressive (ELG)</u> <ul style="list-style-type: none"> <li>- Sing a range of well-known nursery rhymes and songs.</li> <li>- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	<u>Creating With Materials (ELG)</u> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>- Share their creations, explaining the process they have used.</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <u>Being Imaginative and Expressive (ELG)</u> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher.</li> </ul>	<u>Creating With Materials (ELG)</u> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>- Invent, adapt and recount narratives and stories with peers and their teacher.</li> </ul>	<u>Creating With Materials (ELG)</u> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <u>Being Imaginative and Expressive (ELG)</u> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher.</li> </ul>	<u>Creating With Materials (ELG)</u> <ul style="list-style-type: none"> <li>- Share their creations, explaining the process they have used.</li> <li>- Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	

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