



Within the EYFS at Steam Mills, the four overarching principles shape our provision; we understand and appreciate the importance of the enabling environment and how when effectively organized and resourced, it becomes an additional educator. We aim to make our learning environments enabling and in doing so, we provide opportunities for our children to develop their resilience, independence, knowledge, skills and understanding whilst deepening their imagination and sense of curiosity as they play, learn and develop new skills. As they go about their day, we want our children to feel safe and secure, we ensure each child's well-being remains at the heart of our practice. We respect and appreciate the invaluable role parents play in their child's education and work hard to maintain strong and respectful relationships and partnership with our parents.

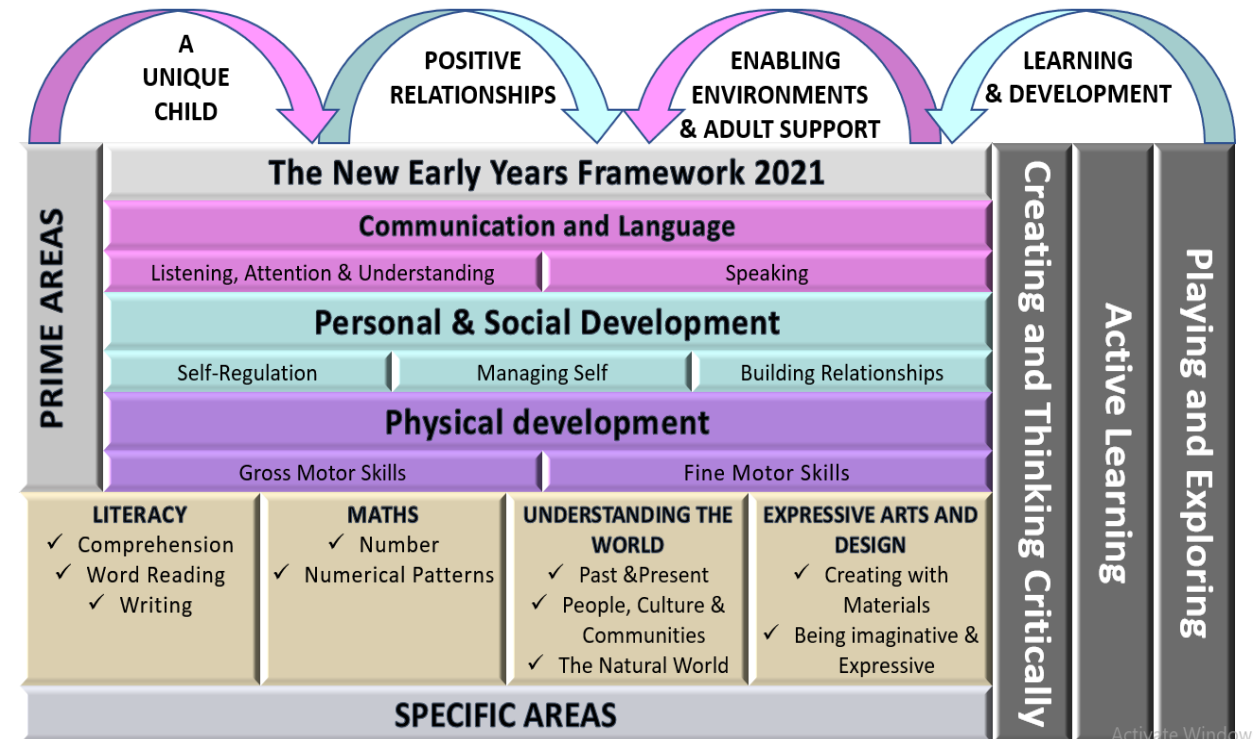
The Steam Mills EYFS Team

Whilst we have a thematic plan shaping the long term vision for our pupils in the EYFS, the curriculum design is broad in context and therefore allows flexibility.

We respond in the moment whenever possible and appropriate to the children's interests, needs and ideas, remaining mindful of the skills to be taught and developed.

As an effective EYFS team we provide high quality interactions so that we may deepen children's learning opportunities. We deliver our curriculum through a balance of deliberate teaching shaped and informed by the 'Revised EYFS Framework 2021' and by referencing the non statutory materials 'Birth to 5 Matters' and 'Development Matters' so that we may effectively respond to our children and they can continue to shape their own learning through their spontaneous play.

Children have rich opportunities to learn through play – we believe that this enables them to discover, revisit and consolidate their learning through a context of their choice. We ensure that learning is fun, engaging and that wherever a child's starting point, we challenge, scaffold, question and support them to ensure they take their learning to the next level and continue to make progress.





## Our Curriculum Design

### We are a Rights Respecting School

We reference the pertinent articles in our plans:

Article 2 – All children have these rights...

Article 12 – Children have the right to give their opinions freely on issues that affect them...

Article 13 – Children have the right to share freely with others what they learn...

Article 16 - Every child has the right to privacy...

Article 17 – Children have the right to get information...

Article 28 – Children have a right to an education...

Article 30 – Children have the right to learn...

Article 31 – Children have the right to relax and play and to join in with leisure activities...

- The EYFS curriculum at Steam Mills is designed using a thematic approach and whilst the overarching contexts for learning are the same in Pre-school and Class 1, the opportunities and skills development are differentiated.
- Care and consideration has been given to ensure that the deliberate teaching is progressive and differentiated to the child's developmental stage.
- Spontaneous play will inevitably inform practice and provision and changes to plans may be made however, the skill development will remain as the learning focus.
- Play Behaviours are used to provide a scaffold for learning that is based on assessment and development and which supports children in their exploration of process and skill either with or without an adult.
- Resources in our provision are 'tweaked' in response to the observations made, when a summative assessment is made, the provision is reassessed against the play behaviours format and then further/different enhancements are added.
- Enhancements that are added to the Continuous Provision will either reflect children's interests or focus on new skills that children are being introduced to through deliberate teaching.






# STEAM MILLS PRE-SCHOOL LONG TERM PLAN 21- 22



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>GENERAL THEMES</b> NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION <i>WELL-BEING &amp; BEHAVIOUR FOR LEARNING</i>	<b>MARVELLOUS ME!!</b>  Starting Pre- school New Beginnings My family What am I good at? How do I make others feel? Being kind / staying safe Staying healthy	<b>WHO'S THAT KNOCKING AT THE DOOR?</b>  Making invitations/bunting Making porridge Size and ordering Making bread sharing/helping our friends Writing a Christmas wish list	<b>THE WONDERS OF THE WORLD</b> Looking for webs and spirals  Finding out about hives and nests Making friendship webs Who is Henri Matisse?	<b>WHAT IN THE WORLD IS GOING ON?</b> Current News Making an eco brick and making a greenhouse/piece of furniture Who is Steve Backshall? 	<b>I'VE GOT A TICKET TO RIDE!</b>  Journeys – to school Making maps Making a station/mode of transport Make a cave and create their own version of 'We're going on a bear hunt'	<b>OH I DO LIKE TO BE BESIDE THE SEASIDE!</b> Create a beach in the outdoor area Make an ice-cream parlour/make ice-cream 
<b>POSSIBLE TEXTS AND 'OLD FAVOURITES'</b>	Starting School Owl Babies Stick Man The Gruffalo/The Gruffalo's Child Each Peach, Pear, Plum Every Little Thing/Three Little Birds	The Tiger who came to tea Goldilocks and the Three Bears The Little Red Hen – Harvest The Nativity Story A range of Christmas themed stories	The Very Busy Spider! Spinderella Snail Brings the Mail Let's look at snails Let's get gardening Bee: Nature's tiny miracle Peep inside a beehive Bee my friend Bird builds a nest Nests are noisy	Harry saves the ocean Saving Tally Myrtle the Turtle Change starts with us Non-Fiction texts – The Ocean/Sea Life	The Great Train Ride Whatever Next? What the Ladybird heard World Atlases We're going on a bear hunt	Sharing a shell The Singing Mermaid Ben and Holly's trip to the seaside Molly Mouse visits the seaside Tiddler
<b>'WOW' MOMENTS / ENERGISE/ PARENT PARTNERSHIP</b>	International Dot Day Harvest Pre-school Talent Show Performance of Every Little Thing/Three Little Birds for parents	The Gunpowder Plot/Bonfire Night Remembrance Day The Nativity Play Bedtime Stories Tea Party	Invitation to parents to visit the Pre-school/Class 1 art gallery	Parent/child working party to create eco greenhouse/furniture Easter Egg hunt	Visit from someone from Lightmoor/Norward? Dengineer Day – building a den/cave Performance of the story	Making Icecream Visit to the Seaside with Class 1


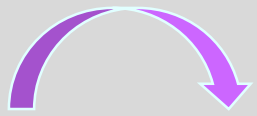


# STEAM MILLS CLASS 1 LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1 	SUMMER 2
<b>GENERAL THEMES</b> NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION <i>WELL-BEING &amp; BEHAVIOUR FOR LEARNING</i>	<b>MARVELLOUS ME!</b>  Starting school / my new class / New ways of doing things How have I changed? Who is in my family? Being kind / staying safe People who help us Careers Healthy Living My Body	<b>WHO'S THAT KNOCKING AT THE DOOR?</b>  Traditional Tales – 3 Little Pigs/Red Riding Hood The Nativity Letters to Father Christmas Famous Artists – Who was Piet Mondrian/Wassily Kandinsky/Josef Albers/Paul Klee? Materials and their properties	<b>OUR WONDERFUL WORLD!</b>  Weather / Seasons /Plants & Flowers Planting seeds/germination/ caring for a plant Lifecycles - tadpole Mini Beasts and their habitats Famous Author - Eric Carle Who was Georgia O'Keefe?	<b>WHAT IN THE WORLD IS GOING ON?</b>  Climates / World Habitats/ Hibernation The Weather Night and day animals Animals around the world Who is David Attenborough? Reduce, Reuse & Recycle	<b>ALL ABOARD!</b> Around Cinderford Town How do I get there? Where in the world have you been? Where do we live in the UK / world? Vehicles past and present Design your own transport! Who was Neil Armstrong?	<b>OH I DO LIKE TO BE BESIDE THE SEASIDE!</b>  Under the sea Off on holiday / clothes Where in the world shall we go? Who was Mary Anning? Seasides in the past Compare: Now and then
<b>POSSIBLE TEXTS AND 'OLD FAVOURITES'</b>	<b>Pete the Cat – Rocking in my... The Dot</b> Only One You/You be You Halibut Jackson Once there were Giants The Colour Monster/goes to school Funny Bones The Big Book of Families Non-Fiction texts – occupations/the body	<b>The Three Little Pigs The Nativity</b> Little Red Riding Hood Rama and Sita One Love The Rainbow Fish Monty the Manatee The Jolly Christmas Postman	<b>Jack and the Beanstalk The tiny tadpole</b> The V H Caterpillar /The Tiny Seed/The BT Ladybird Non Fiction –frog Tree, Seasons come and seasons go What the tree saw The World made a Rainbow	<b>Somebody swallowed Stanley The Emperors Egg</b> The Blue Penguin A stroll through the seasons One Plastic Bag 10 Things I can do to save my planet Rumble in the jungle Elephant and the Bad Baby	<b>The Snail and the Whale The 100 Decker Bus</b> The Train Ride Bob, The Man on the Moon Q Pootle 5 Aliens love Underpants /Save the world There's a map on my lap	<b>Stone Girl, bone girl P is for Passport</b> Under the Sea - Non-Fiction The Journey World Atlases Commotion in the Ocean One is a snail, 10 is a crab
<b>'WOW' MOMENTS / ENRICHMENT WEEKS</b>	Autumn Trail looking for seasonal clues International Dot Day Police/Nurse/ Dentist visit Harvest Time What do I want to be when I grow up?	The Gunpowder Plot/ Guy Fawkes Christmas Time / Nativity Diwali /Hannukah Black History Month Remembrance day Bedtime Stories Children in Need Friendship Week	Chinese New Year LENT Random Acts of Kindness Week Internet Safety Day Animal Art week	Litter Pick/write to the council Planting seeds Easter time Weather experiments Weather Forecast videos Mother's Day Celebratory Picnic/street party to mark the Queen's Birthday	Post a letter/pen friend? Map work - UK/England/FoD/ Cinderford – Google Earth Map school to home/map of the school Dengineer Day	Visit Southern Down beach Under the Sea – singing songs and sea shanties Pirate Day Fossil hunting Father's Day Heathy Eating Week Anniversary of the NHS



# STEAM MILLS EYFS LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MARVELLOUS ME!	WHO'S THAT KNOCKING AT THE DOOR?	OUR WONDERFUL WORLD	WHAT IN THE WORLD IS GOING ON?	ALL ABOARD!	OH I DO LIKE TO BE BESIDE THE SEASIDE!
  OVER ARCHING PRINCIPLES	<p>Characteristics of Effective Learning</p> <p><b>Playing and exploring:</b> - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p><b>PLAY:</b> <i>Within the EYFS at Steam Mills, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and are proud that our EYFS setting has an underlying ethos of 'Learning through play.'</i></p> <p><b>PLAY</b> is essential for children's development across all areas, it is their 'work' and enables them to learn at their deepest level. Through the safe vehicle of 'Play' a child learns to hypothesise, explore, become confident, develop relationships, be resilient and take risks. Through 'Play' children shape their own learning, solve their own problems and create their own challenge. The role of the knowledgeable adult is critical in knowing when to interact in a child's play so that it is supported and developed.</p> <p style="text-align: right;">Steam Mills EYFS Team</p> <p style="text-align: center;">"We don't stop playing because we grow old; we grow old because we stop playing." -George Bernard Shaw</p>					



# STEAM MILLS EYFS LONG TERM PLAN 21-22



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<p>THE CLASS 1 WAY... OUR PUPILS TAKE OWNERSHIP OF THEIR LEARNING</p> <p>INSPIRING LEARNING ENVIRONMENTS PUPIL VOICE RIGHTS RESPECTING/ REFERENCE TO THE UNCRC ARTICLES</p> <p>CORE PRINCIPLES</p>	<p>Character Formation</p> <p>Our school values are tangible throughout curriculum</p> <p>Experienced Based Curriculum</p> <p>Rights Respecting is implicit in our practice – the right to be cared for, to participate, to form relationships and to have high self esteem</p> <p>Religion &amp; Ethics, PSHE, yoga and meditation</p>	<p>Spiritual Insight</p> <p>Children have experiences of religious education, festivals</p> <p>Effective pastoral care – ELSA/Sharing Circle</p> <p>The curriculum and school life make spirituality relevant and accessible to all, irrespective of faith or belief</p> <p>Rights Respecting is implicit in our thinking</p> <p>Positive Relationships</p> <p>Religion &amp; Ethics, PSHE, yoga and meditation</p>	<p>Educational Excellence</p> <p>Teachers and children are inspired and joyful</p> <p>High quality dialogue</p> <p>Speak sincerely with each other/Engage in empathic dialogue</p> <p>Culture of intellectual curiosity and continuous professional development</p> <p>Rights Respecting forms part of the foundation upon which our education is built</p> <p>Religion &amp; Ethics, PSHE, yoga and meditation</p>	<p>Educational Excellence</p> <p>Rights Respecting/values based and contextualised curriculum</p> <p>Children actively involved in creating their own paths of learning/making a difference</p> <p>Children's passions are evident</p> <p>Committed engagement of parents/carers as co-educators.</p> <p>Religion &amp; Ethics, PSHE, yoga and meditation</p>	<p>Spiritual Insight</p> <p>Children evidence spiritual insight and the importance of respecting the rights of everyone in terms of their own identity, their relationship with others, with the wider world and for some, their relationship with God.</p> <p>Positive Relationships</p> <p>All are committed to their own personal journey of self-discovery</p> <p>Religion &amp; Ethics, PSHE, yoga and meditation</p>	<p>Character Formation</p> <p>Children make conscientious respectful choices to consider the rights of everyone</p> <p>Promote the Common Good</p> <p>Children develop moral literacy</p> <p>Provision for Religion &amp; Ethics, PSHE, yoga and meditation</p> <p>Religion &amp; Ethics, PSHE, yoga and meditation</p>
	<ul style="list-style-type: none"> <li>○ We are <b>unique spiritual beings</b> with <b>incredible potential</b>, we achieve it by discovering and nurturing all parts of ourselves – <b>intellectual, emotional, physical and spiritual</b>.</li> <li>○ We choose how we wish to respond to life and what we <b>nurture within us</b>.</li> <li>○ We <b>care for and respect all life</b> – human, animal and plant – and live in a way that causes the <b>least possible harm</b>.</li> <li>○ We each observe the one same reality from our own <b>unique perspective</b> and engage in <b>open-minded dialogue</b> to deeply enrich our vision.</li> <li>○ We serve a <b>higher purpose</b> by living a meaningful and satisfying life of contribution.</li> <li>○ We are nourished by <b>personal relationships</b> that fulfil our need to <b>love and be loved</b>, encouraging us to be the best we can be</li> </ul>					



# STEAM MILLS EYFS LONG TERM PLAN 21-22

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GENERAL THEMES	MARVELLOUS ME!	WHO'S THAT KNOCKING AT THE DOOR?	OUR WONDERFUL WORLD	WHAT IN THE WORLD IS GOING ON?	I'VE GOT A TICKET TO RIDE!	OH I DO LIKE TO BE BESIDE THE SEASIDE!
<b>BRITISH VALUES</b> <b>ASSEMBLIES / SHARING CIRCLES/RIGHTS RESPECTING</b> These are shaped by our Rights Respecting approach and ethos. Articles are referenced through deliberate teaching.	Mutual respect We are all unique. We will understand that we all have rights and that we must respect differences between different people and their beliefs in our community, in this country and all around the world. Heritage and cultures are learned , respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated. We all share and respect the opinions of others. We know we have rights and they will be respected. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Rule of law We all know that we have rules at school to follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. We have rights, responsibilities and must be respectful at all times.	Individual liberty We all have the right to have our own views. We have the responsibility to respect the rights of others We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We have the right to be listened to/we have the responsibility to allow this to happen. We respect everyone and we value their different ideas and opinions. We can play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
<b>ASSESSMENT OPPORTUNITIES</b> OBSERVATIONAL ASSESSMENT CAPTURE WOW! MOMENTS AND ARE ACTED UPON IN THE MOMENT TO MOVE LEARNING ON. TIME IS BEST SPENT INTERACTING WITH CHILDREN – SIGNIFICANT REDUCTION IN OBSERVATIONS	In-house - Baseline data on entry –Pre-school/YR National Baseline - YR Set up Tapestry and input baseline – use to inform practice and provision	Baseline analysis /key messages Pupil progress meetings EYFS team meetings In house moderation/action	Cluster/partner school moderation EYFS team meetings In house moderation NELI	Pupil progress meetings Parents evening info EYFS team meetings Tapestry update NELI	Cluster /Partner school moderation EYFS team meetings EYFS Data submission NELI	Pupil progress meetings Parents evening info EYFS team meetings Tapestry update EOY data NELI
<b>PARENTAL INVOLVEMENT</b>	Parents Evening Harvest Assembly Home / School Agreement Wow Moments Phonics workshop	Wow Moments The Nativity performance Maths workshop Sharing the Learning Journey Bedtime Stories	Wow Moments Writing workshop Ready to Read Parents Evening	Wow Moments Sharing the Learning Journey Ready to Read	Wow Moments Ready to read	Wow Moments Parents Evening Pre-School - Parent's Picnic Sharing the Learning Journey Ready to Read



# STEAM MILLS EYFS LONG TERM CURRICULUM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MARVELLOUS ME!	WHO'S THAT KNOCKING AT THE DOOR?	OUR WONDERFUL WORLD	WHAT IN THE WORLD IS GOING ON?	I'VE GOT A TICKET TO RIDE	OH I DO LIKE TO BE BESIDE THE SEASIDE
COMMUNICATION AND LANGUAGE – WOVEN THROUGH INTERACTIONS, PRACTICE AND PROVISION Talk to parents about home language, learn key words and celebrate multilingualism.	The development of children's communication and language is woven through all areas of learning and underpins all development. Children's <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing and echoing back what they say with <b>new vocabulary added</b> , practitioners will build children's language effectively. <b>Reading frequently to children</b> , and <b>engaging them actively in stories</b> , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b> , will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b> , where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary</b> and <b>language structures</b> .					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and lang intervention,T4W, Story Square/Helicopter Stories, and Assemblies .  DAILY STORY TIME - TAKEN FROM TEXTS LISTED ABOVE	Welcome to the EYFS Settling in activities Making friends Familiar Experiences Talking about our strengths My Family / Sharing facts about me! Feelings Rhyming and alliteration Shared stories Model talk routines through the day. For example, arriving in school: "Good morning, how are you?" Learn rhymes and songs. High quality texts to expose and facilitate learning/vocab Talking about our passions	Tell me a story! Settling in activities Discovering more passions Tell me a story - retelling stories /story language Listening and responding to stories Following instructions How do I make others feel? Take part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop vocabulary. Learn rhymes and songs. High quality texts to expose and facilitate learning	Tell me why! Using language well Ask's how and why questions... Discovering even more passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes and poems High quality texts to expose and facilitate learning/vocab	Talk it through! Describe events in detail – time connectives Discovering New Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story Learn rhymes and poems High quality texts to expose and facilitate learning/vocab Ask and answer how and why questions about the wider world in which they live	What happened? Discovering how to develop our passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives Learn rhymes, poems and songs. High quality texts to expose and facilitate learning/vocab Ask and answer how and why questions about the wider world in which they live	Time to share! Show and tell Discovering Passions Select books containing photographs and pictures, for example, places in different weather conditions and seasons. Learn rhymes, poems and songs. High quality texts to expose and facilitate learning/vocab Ask and answer how and why questions about the wider world in which they live





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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b> . Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b> . Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b> , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b> .					
MANAGING SELF	New Beginnings See themselves as a valuable individual. Being me in my world Setting Rules and Routines Rights and Responsibilities Supporting children to build relationships Healthy me Dreams and Goals	Getting on and falling out. How to deal with emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	Good to be me Feelings Learning about our qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios Being a good friend	Relationships What makes a good friend? Random acts of Kindness Looking after pets Looking After our Planet – litter/ocean/climate change Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on	Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on. Looking After our Planet - pollution	Taking part in sports day - Winning and loosing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. Looking After our Planet - plastic
EXECUTIVE FUNCTION = SELF - REGULATION = POSITIVE LEARNING BEHAVIOUR	<b>Executive Function</b> - Necessary for successful self –regulation Show an understanding of their own feelings and those of others and begin to <b>regulate their behaviour accordingly</b> . Set and work towards simple goals, being able to wait for what they want and <b>control their immediate impulses when appropriate</b> . Give <b>focused attention to what the teacher says</b> , responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <ul style="list-style-type: none"><li>✓ Controlling own feelings and behaviours</li><li>✓ Applying personalised strategies to return to a state of calm</li><li>✓ Being able to curb impulsive behaviours</li><li>✓ Being able to concentrate on a task</li><li>✓ Being able to ignore distractions</li><li>✓ Behaving in ways that are pro-social<ul style="list-style-type: none"><li>✓ Planning</li></ul></li><li>✓ Thinking before acting</li><li>✓ Delaying gratification</li><li>✓ Persisting in the face of difficulty.</li></ul>			<i>"Self-regulatory skills can be defined as the ability of children to manage their own behaviors and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done." Education Endowment Foundation.</i>		



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GENERAL THEMES	MARVELLOUS ME	WHO'S THAT KNOCKING AT THE DOOR?	OUR WONDERFUL WORLD	WHAT IN THE WORLD IS GOING ON?	I'VE GOT A TICKET TO RIDE	OH I DO LIKE TO BE BESIDE THE SEASIDE
<b>PHYSICAL DEVELOPMENT</b>  <b>FINE MOTOR</b>  Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.  DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES  <b>GROSS MOTOR</b>  WEEKLY PE LESSON WEEKLY YOGA LESSON WEEKLY FOREST SCHOOL TERM 1,3,4,AND 5	Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b> , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Gross Motor development and control in time influences and supports Fine motor control</b> . Repeated and varied opportunities to explore and play with small world activities, construction toys, puzzles, malleable materials and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence, this in turn impacts on mark making and writing skills</b> .					
	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using fine motor movements Hold pencil/paint brush beyond whole hand grasp/tripod Pencil Grip – develop pencil grip Begin to teach and model correct letter formation – pre-cursive.	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use a range of tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Mark making /letter formation	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control. Pouring, sieving, filling and emptying using a range of utensils Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, folding Fine Motor activities. Hold pencil effectively with comfortable grip Mark making Forms recognisable letters most correctly formed Cut along a straight line with scissors / Construction – develop precision	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross Construction - develop precision	Threading, cutting, weaving, playdough, Fine Motor activities. Mark making /Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Mobilo
	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE / Yoga /outdoors Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. pedal bikes, scooters, skateboards, wheelbarrows and carts	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. ?Gymnastics / Balance	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to recap/explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.
	<i>Ideas will be revisited each term. Children need time to develop their muscle strength, control and co-ordination. Practice and consolidation is beneficial.</i>					



## CLASS 1 EYFS LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MARVELLOUS ME!	WHO'S THAT KNOCKING AT THE DOOR?	OUR WONDERFUL WORLD	WHAT IN THE WORLD IS GOING ON?	I'VE GOT A TICKET TO RIDE	OH I DO LIKE TO BE BESIDE THE SEASIDE
<b>LITERACY</b>  COMPREHENSION - DEVELOPING A PASSION FOR READING Children will visit the school library weekly  PHONICS/WORD READING Children will be working at levels that reflect their developmental stage Monster Phonics – DFE Approved in first stage of the validation process	It is crucial for children to develop a <b>life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
	Joining in with rhymes and showing an interest in stories with repeated refrains. Environmental print. Having a favourite story/rhyme. 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 Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary. Non-Fiction focus – The Body/Healthy living Read their name	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books Read their name Non-Fiction focus – Materials and their properties	Making up stories with themselves as the main character – Using Story Square/Helicopter Stories. Act out their stories Encourage children to record stories through picture drawing/mark making for LAs. Read their name Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read common exception words matched to MP. Make the books available for children to share at school and at home. Non-Fiction focus – Planting and growing/minibeasts/lifecycles	Information leaflets about animals in the garden/plants and growing.  Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day  Non-Fiction Focus – reduce/ reuse/recycle  Timeline of how plants grow.  Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events	Stories from other cultures and traditions  Information about pollution  Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.  Parents reading stories  Non-Fiction Focus - pollution  Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Role play area – book characters	Can draw pictures of characters/ event / setting in a story  Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.  Make predictions  Non-Fiction Focus – fossils and the seaside  Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.
	<b>Pre-School - Letters and Sounds – Phase 1</b> <b>Class 1 Monster Phonic Sounds: Phase 1/2</b> <b>Reading:</b> Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge	<b>Pre-School - Letters and Sounds – Phase 1</b> <b>Class 1 - Monster Phonic Sounds: Phase 2/3</b> <b>Reading:</b> Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound.  For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.	<b>Pre-School - Letters and Sounds Phase 1</b> <b>Class 1 - Monster Phonic Sounds: Phase 3/4</b> <b>Reading:</b> Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.	<b>Pre-School - Letters and Sounds Phase 1</b> <b>Class 1 - Monster Phonic Sounds: Phase 3/4</b> Differentiated groups <b>Reading:</b> Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. Children should not be required to use other strategies to decode.	<b>Pre-School - Letters and Sounds Phase 1</b> <b>Class 1 - Monster Phonic Sounds: Phase 4</b> Differentiated groups: <b>Reading:</b> Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.  Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.	<b>Pre-School - Letters and Sounds Phase 1</b> <b>Class 1 - Monster Phonic Sounds: Phase 4</b> Differentiated groups <b>Reading:</b> Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.  End of term assessments  Transition work with Year 1 staff



# CLASS 1 LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MARVELLOUS ME! RBA/BASELINE	WHO'S THAT KNOCKING AT THE DOOR	OUR WONDERFUL WORLD	WHAT IN THE WORLD IS GOING ON?	I'VE GOT A TICKET TO RIDE	OH I DO LIKE TO BE BESIDE THE SEASIDE!
MARK MAKING /WRITING (POSSIBILITIES)	<b>Texts as a Stimulus:</b> <b>Pete the Cat</b> (Familiar setting) <b>The Dot</b> (Familiar setting) Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. <ul style="list-style-type: none"><li>Shopping lists</li></ul>	<b>Texts as a Stimulus:</b> <b>The 3 Little Pigs</b> (Trad Tale) Retell story and innovate/invent <ul style="list-style-type: none"><li>Write a character description of the third little pig/wolf – circle and bubble maps</li></ul>	<b>Texts as a Stimulus:</b> <b>Jack and the Beanstalk</b> (Trad Tale/Defeat the monster) <ul style="list-style-type: none"><li>Writing some of phase 2/3 tricky words</li></ul>	<b>Texts as a Stimulus:</b> <b>One Plastic Bag</b> (Info text) <b>Somebody swallowed Stanley</b> (Moral story) <ul style="list-style-type: none"><li>Creating own story maps, writing captions and labels, writing simple sentences.</li></ul>	<b>Texts as a Stimulus:</b> <b>The Snail and the Whale</b> (Rhyme/Information) <b>The Emperors Egg</b> (Info Text) <ul style="list-style-type: none"><li>Writing fact file – emperor penguin</li></ul>	<b>Texts as a Stimulus:</b> <b>Stone Girl, Bone Girl</b> (Non-Fiction /Adventure) <b>P is for Passport</b> (Info Text) <ul style="list-style-type: none"><li>Story writing, writing sentences using a range of tricky words that are spelt correctly.</li></ul>
TFW USED AS STIMULUS ACROSS THE YEAR	<ul style="list-style-type: none"><li>Writing initial sounds and simple captions</li></ul>	<ul style="list-style-type: none"><li>Write a character description of the third little pig/wolf – circle and bubble maps</li></ul>	<ul style="list-style-type: none"><li>Writing CVC words, Labels using CVC, CVCC, CCVC words.Guided writing based around developing short sentences in a meaningful context.</li></ul>	<ul style="list-style-type: none"><li>Order the Easter story.</li></ul>	<ul style="list-style-type: none"><li>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces.</li></ul>	<ul style="list-style-type: none"><li>Beginning to use full stops, capital letters and finger spaces.</li></ul>
TEXTS MAY ALTER IN RESPONSE TO CHILDREN'S INTERESTS	<ul style="list-style-type: none"><li>How do I rock in my school shoes? – use circle map – Illustration and caption - use initial sounds<ul style="list-style-type: none"><li>Captions</li><li>Lists</li><li>Diagrams</li></ul></li></ul>	<ul style="list-style-type: none"><li>Retell/Sequence the story, labelling story map using initial sounds, story scribing/sharing.</li></ul>	<ul style="list-style-type: none"><li>Map the story, work through imitation, innovation and invention(oral)</li></ul>	<ul style="list-style-type: none"><li>Labels and captions – life cycles</li></ul>	<ul style="list-style-type: none"><li>Form lower-case and capital letters correctly. Rhyming words.</li></ul>	<ul style="list-style-type: none"><li>Using familiar texts as a model for writing own stories.</li></ul>
Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.	<ul style="list-style-type: none"><li>Message Centre</li><li>Invitations</li></ul>	<ul style="list-style-type: none"><li>Support writing process as required – prompts/sound talk/action</li></ul>	<ul style="list-style-type: none"><li>Instructions – how to plant a seed</li></ul>	<ul style="list-style-type: none"><li>Recount – weekend</li><li>Persuasive language / create poster – reduce, reuse, recycle</li><li>Easter Card greeting<ul style="list-style-type: none"><li>Name writing</li></ul></li></ul>	<ul style="list-style-type: none"><li>Acrostic poem</li></ul>	<ul style="list-style-type: none"><li>Create information text - fossils</li></ul>
		<ul style="list-style-type: none"><li>Begin to write sentence/ Xmas Card greeting<ul style="list-style-type: none"><li>Name writing</li></ul></li></ul>	<ul style="list-style-type: none"><li>Letter of apology to the Giant</li></ul>			<ul style="list-style-type: none"><li>Create a class book based on P is for passport -</li></ul>





# CLASS 1 LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MARVELLOUS ME!	WHO'S THAT KNOCKING AT THE DOOR?	OUR WONDERFUL WORLD	WHAT IN THE WORLD IS GOING ON?	I'VE GOT A TICKET TO RIDE!	OH I DO LIKE TO BE BESIDE THE SEASIDE!
MATHEMATICS PLANNING IS SHAPED BY THE 'CAN DO' SOW IN CLASS 1 AND SUPPLEMENTED BY WR AND NCETM MATERIALS	Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b> , develop a deep understanding of the <b>numbers to 10</b> , the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b> , including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b> , look for <b>patterns and relationships</b> , spot <b>connections</b> , ' <b>have a go</b> ', <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.					
	<b>Early Mathematical Experiences</b> Counting rhymes and songs Classifying objects based on one attribute •Matching equal and unequal sets •Comparing objects and sets. Subatising. •Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shapes. <b>Pattern and early number</b> Recognise, describe, copy and extend colour and size patterns •Count and represent the numbers 1 to 3 •Estimate and check by counting. Recognise numbers in the environment. A number a week.	<b>Numbers within 6</b> Count up to six objects. •One more or one fewer •Order numbers 1 – 6 •Conservation of numbers within six <b>Addition and subtraction within 6</b> Explore zero •Explore addition and subtraction <b>Measures</b> Estimate, order compare, discuss and explore capacity, weight and lengths <b>Shape and sorting</b> Describe, and sort 2-D & 3-D shapes •Describe position accurately <b>Calendar and time</b> Days of the week, seasons •Sequence daily events	<b>Numbers within 10</b> Count up to ten objects •Represent, order and explore numbers to ten •One more or fewer, one greater or less <b>Addition and subtraction within 10</b> Explore addition as counting on and subtraction as taking away <b>Numbers within 15</b> Count up to 15 objects and recognise different representations •Order and explore numbers to 15 •One more or fewer	<b>Grouping and sharing</b> Counting and sharing in equal groups •Grouping into fives and tens •Relationship between grouping and sharing <b>Numbers within 20</b> Count up to 10 objects •Represent, order and explore numbers to 15 •One more or fewer <b>Doubling and halving</b> Doubling and halving & the relationship between them	<b>Shape and pattern</b> Describe and sort 2-D and 3-D shapes •Recognise, complete and create patterns <b>Addition and subtraction within 20</b> Commutativity •Explore addition and subtraction •Compare two amounts •Relationship between doubling and halving <b>Money</b> Coin recognition and values •Combinations to total 20p •Change from 10p <b>Measures</b> Describe capacities •Compare volumes •Compare weights •Estimate, compare and order lengths	<b>Depth of numbers within 20</b> Explore numbers and strategies •Recognise and extend patterns •Apply number, shape and measures knowledge •Count forwards and backwards <b>Numbers beyond 20</b> One more one less •Estimate and count •Grouping and sharing





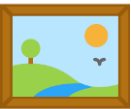
# CLASS 1 LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MARVELLOUS ME!	WHO'S THAT KNOCKING AT THE DOOR?	OUR WONDERFUL WORLD	WHAT IN THE WORLD IS GOING ON?	I'VE GOT A TICKET TO RIDE!	OH I DO LIKE TO BE BESIDE THE SEASIDE!
UNDERSTANDING THE WORLD	Understanding the world involves guiding children to <b>make sense of their physical world and their community</b> . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them –visiting parks, meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.  They will begin to understand and value the differences of individuals and groups within their own community.  Children will have opportunity to develop their emerging moral and cultural awareness.	<ul style="list-style-type: none"><li>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</li><li>Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</li><li>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</li><li>Navigating around our classroom and outdoor areas..</li><li>Introduce children to different occupations and how they help them in their jobs.</li><li>Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.</li></ul>	<ul style="list-style-type: none"><li>Can talk about what they have done with their families during Christmas' in the past.</li><li>Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Christmas Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen. Share different cultures versions of famous fairy tales. To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</li><li>Stranger danger (based on Little Red Riding Hood/Big Bad wolf/Goldilocks).</li><li>Talking about occupations and how to identify strangers that can help them when they are in need.</li><li>School lanyards</li><li>Introduce different artists and their work/styles</li></ul>	<ul style="list-style-type: none"><li>Listening to stories and placing events in chronological order. What can we do here to take care of plants ? Compare animals from a jungle to those on a farm.</li><li>Building a 'Bug Hotel'</li><li>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</li><li>After close observation, draw pictures of the natural world, including animals and plants</li><li>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</li><li>Look for children incorporating their understanding of the seasons and weather in their play.</li><li>Use the Bee Bots</li><li>Explore a range of jungle animals. Learn their names and label their body parts</li></ul>	<ul style="list-style-type: none"><li>Trip to the local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there.</li><li>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us.</li><li>Can children make comments on the weather, culture, clothing, housing.</li><li>Change in living things – Changes in the leaves, weather, seasons,</li><li>Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.</li><li>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate</li><li>Nocturnal Animals Making sense of different environments and habitats</li><li>Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</li><li>Listen to what children say about what they see</li></ul>	<ul style="list-style-type: none"><li>Use The emperor's Egg to explore a different country/habitat.</li><li>Discuss mode of transport used. Introduce the children to a range of transport and where they can be found.</li><li>Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.</li><li>Use bee-bots on simple maps. Encourage the children to use navigational language.</li><li>Can children talk about their homes and what there is to do near their homes?</li><li>Look out for children drawing/painting or constructing their homes.</li><li>Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.</li><li>Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</li><li>Introduce the children to NASA and America.</li><li>Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.</li><li>Can children differentiate between land and water.</li><li>Take children to places of worship and places of local importance to the community.</li></ul>	<ul style="list-style-type: none"><li>To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.</li><li>Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil.</li><li>Materials: Floating / Sinking – boat building Metallic / non-metallic objects</li><li>Seasides long ago – Magic Grandad</li><li>Share non-fiction texts that offer an insight into contrasting environments.</li><li>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</li></ul>

# CLASS 1 LONG TERM PLAN 21-22





	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MARVELLOUS ME!	WHO'S THAT KNOCKING AT THE DOOR?	OUR WONDERFUL WORLD	WHAT IN THE WORLD IS GOING ON?	I'VE GOT A TICKET TO RIDE!	OH I DO LIKE TO BE BESIDE THE SEASIDE!
<b>UNDERSTANDING THE WORLD RE / FESTIVALS</b> Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.  They will begin to understand and value the differences of individuals and groups within their own community.  Children will have opportunity to develop their emerging moral and cultural awareness.	Understanding the world involves guiding children to <b>make sense of their physical world and their community</b> . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them –visiting parks, meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	<b>Our RE teaching is shaped by the Gloucestershire Agreed Syllabus:</b>					



# CLASS 1 LONG TERM PLAN 21-22





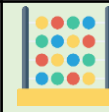




	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MARVELLOUS ME!	WHO'S THAT KNOCKING AT THE DOOR?	OUR WONDERFUL WORLD	WHAT IN THE WORLD IS GOING ON?	I'VE GOT A TICKET TO RIDE!	OH I DO LIKE TO BE BESIDE THE SEASIDE
<b>EXPRESSIVE ARTS AND DESIGN</b>  <i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i>  <i>Children in Class 1 to produce a piece of art work each half term to be displayed how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i>	<p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>Join in with songs; beginning to mix secondary/tertiary colours, join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits charcoal/pencil, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p>	<p>Use different textures and materials to make houses for the three little pigs.</p> <p>Listen to music and make their own dances in response.</p> <p>Firework pictures – hot colours, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Party's and Celebrations – Tea Party</p> <p>The Nativity – role play/performance</p> <p>Kandinsky, Albers, Mondrian and Klee – shape</p>	<p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g coil pots, making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>Life cycles – tadpole/bird</p> <p>Shadow Puppets</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Georgia O Keefe – observational painting</p> <p>Henri Matisse - collage</p>	<p>Make different textures; make patterns using different colours</p> <p>Designing homes for hibernating animals/bug hotel.</p> <p>Dengineer day</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Pastel drawings, printing, patterns on Easter eggs,</p> <p>Mother's Day crafts Easter crafts Home Corner role play</p> <p>Collage artwork themed around cold colours and an Antarctic landscape</p> <p>Provide a wide range of props for play which encourage imagination.</p>	<p>Design and make trains/ rockets/bus.</p> <p>Design and make objects they may need in space, thinking about form and function.</p> <p>Encourage children to create their own music - rhythms.</p> <p>Junk modelling, houses, bridges, boats and transport.</p> <p>Exploration of other countries – dressing up in different costumes.</p> <p>Retelling familiar stories</p> <p>Creating outer of space pictures</p> <p>Provide children with a range of materials for children to construct with.</p>	<p>Sand pictures collages</p> <p>Using understanding of Lighthouse design – use the coiling technique – include light</p> <p>Paper plate jellyfish</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Clay fossils</p> <p>Colour mixing – water colours</p> <p>Underwater pictures – collage/paint/sand</p> 



# EARLY LEARNING GOALS 21-22

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

 <b>COMMUNICATION AND LANGUAGE</b>	 <b>PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT</b>	 <b>PHYSICAL DEVELOPMENT</b>	 <b>LITERACY</b>	 <b>MATHS</b>	 <b>UNDERSTANDING THE WORLD</b>	 <b>EXPRESSIVE ARTS AND DESIGN</b>
<p><b>ELG: Listening, Attention and Understanding</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p><b>ELG: Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p><b>ELG: Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>ELG: Numerical Patterns</b></p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>ELG: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>