

Year R Long Term Plan 2023-24



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes NB: These themes may be adapted at various points to allow for children's interests to flow through the provision	It's good to be me Starting school My new class Our similarities and differences/ Our likes and dislikes My life so far How have I changed? My family including pets What am I good at? Little Red Hen - Harvest	Terrific Tales Traditional Tales Familiar tales Family favourites Nursery Rhymes The Nativity Christmas	People Who Help Us Police Fire Service Ambulance service Vets Doctors Dentists Road Safety Emergency Vehicles Chinese New Year	Spring to Life! Down on the Farm Dinosaurs – who was Mary Anning? Minibeasts Life cycles (chicks, frogs, butterflies) Signs of Spring Easter – new life, eggs and chicks	What An Adventure! Up, Up and Away United Kingdom – castles – Who lived in a castle? The Amazon - Jungle Africa Compare and contrast – environments, animals, homes and people	What An Adventure! Africa Ocean Under the sea Space – Who was Neil Armstrong? Where in the world have we been? Off on holiday Send me a postcard!
Big Question	Is it OK to be different?	Should we help others?	Is learning important?	Does everyone have the same rights?	Do we have a duty to look after our world?	Can a child make a difference?
Possible Texts and 'old favourites'	Creation Stories Once there were Giants When I grow up It like myself? Leo the late bloomer Just like me Harry and bucketful of dinosaurs go to school Peepo	The Jolly Postman Goldilocks Gingerbread Man Jack and the beanstalk Little Red Riding Hood Hansel & Gretel Cinderella Christmas Story / Nativity Rama and Sita	The Selfish Crocodile Mog's Christmas Calamity Rumpus at the vet Zog and the flying doctors Cops and Robbers Non-Fiction books related to people who help us The runaway pancake	The very hungry caterpillar Billy's Beetle The Tiny Seed Jasper's Beanstalk Harry and the bucketful of dinosaurs Gigantosaurus Mad about dinosaurs Dinosaur Roar Bumpus Jumpus Dinosaur Rumpus How to grow a dinosaur Farmer Duck What the ladybird heard Farmyard Hullabaloo The Easter Story The odd egg	In the Castle Zog Doing the Animal Bop Monkey Puzzle Rainforest adventure Jungle Adventure Walking through the jungle Tiger who came to tea Elmer Rumble in the Jungle The monkey with the bright blue bottom	Handa's Surprise The lion inside The lion who wanted to love African Adventure Giraffes can't dance The Ugly Five The Snail and the Whale Tiddler Barry the Fish with Fingers Ocean Adventure Under the Sea Rainbow Fish The Way back Home Man on the Moon Whatever Next Q Pootle 5 Aliens love underpants How to catch a star The Smeds and the Smoos
'Wow' moments / Enrichment Activities	Harvest Time Introducing buddies – buddy story time Introducing Travelling Toy Introducing Buddies	Autumn Walk All Saints Day (1/11) Guy Fawkes / Bonfire Night (5/11) Remembrance day (11/11) Diwali (12/11) Anti- Bullying Week (13-17/11) Children in Need (17/11) Hannukah (15/12) Christmas Time / Nativity	Epiphany (6/1) Internet Safety Day (6/2) Random Acts of Kindness Day Shrove Tuesday (13/2) Ash Wednesday (14/2) Valentine's Day (14/2)	Chinese New Year (10/2) LENT World Book Day (8/3) Mother's Day (10/3) Palm Sunday (24/3) Holi (25/3) Easter (31/4) Buddy Easter Egg Hunt	Start of Ramadan (9/4) Passover (5-13/4) Eid (9-10/4) Sports Day	D-Day (6/6) Shavuot (11-13/6) Father's Day (16/6) Summer Solstice (21/6) Farm Visit Buddy Leaving Picnic
Parental Involvement	Staggered Starts Home visits Parent's Evening – parent's voice WOW moments on Tapestry Walk and Talk board daily	Nativity WOW moments on Tapestry Walk and Talk board daily	WOW moments on Tapestry Walk and Talk board daily	Parent's Evening – parent's voice WOW moments on Tapestry Walk and Talk board daily	WOW moments on Tapestry Walk and Talk board daily	WOW moments on Tapestry Walk and Talk board daily



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	<p style="text-align: center;">Characteristics of Effective Teaching and Learning</p> <p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
	<p style="text-align: center;">Overarching Principles</p> <p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p>					



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Learning Behaviours and Christian Values

We want our children to be excellent learners for life, and so we have 8 **Learning Behaviours** which are underpinned by and linked to our **Christian values**. These learning behaviours help to develop the skills needed for life-long learning, as well as the understanding of what that means. Whilst knowledge is interesting and helps us make sense of our world, we know that learning is more than gathering knowledge. We need to learn how best to learn, and our learning behaviours help with this.

- Curiosity
- Risk Taking
- Respect
- Team Work
- Pride
- Responsibility
- Creativity
- Resilience



- Faith
- Forgiveness
- Hope
- Love

The emotional health of our pupils is paramount. As part of their character development, we want our pupils to be emotionally intelligent, resilient and actively empathetic. We use **HeartSmart** to help them understand and live out what we believe are excellent principles and practices for growing healthy hearts and minds. The High Five statements closely match our Christian values, and demonstrate a memorable, practical outworking of them.

- Don't forget to let love in**
- Too much selfie isn't healthy**
- Don't hold on to what's wrong**
- Fake is a mistake**
- No way through isn't true**



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Communication and Language	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
<p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily story times, group discussions, sharing circles, PSHE times, The Write Stuff, singing, speech and language interventions and worships.</p>	<p>Making friends; adults modelling how to initiate interactions. Establish ‘use your words’ mantra. ‘In the spotlight’ Chatterboxes - to develop paired talk. Buddy event – sharing stories, introducing ourselves and our likes and dislikes. Introduction to The Write Stuff. Answer yes and no questions from adults and peers. Learn rhymes, poems and songs</p>	<p>Making friends; adults modelling how to initiate interactions. Develop and use new vocabulary Model and develop story language Answer yes and no questions from adults and peers. Understand how to listen carefully and why listening is important when playing with peers. Follow instructions Listen and respond to stories Choose books that will develop their vocabulary. Retell traditional tales orally without the book. Learn rhymes, poems and songs Take part in discussions (e.g. what we saw on our Autumn walk, experiences of past Christmas’) Buddy event – collaborative firework art; discussing and sharing ideas.</p>	<p>Making friends; adults modelling how to sustain an interaction. Develop and use new vocabulary. Ask how and why questions. Answer questions in short simple phrases. Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen carefully and understand why listening is important when playing with peers. Listen to and talk about stories to build familiarity and understanding. Retell a story with story language Learn rhymes, poems and songs Listen and respond within a small group setting.</p>	<p>Making friends; adults modelling how to sustain an interactions. Develop and use new vocabulary Ask how and why questions. Describe events in detail – time connectives Understand how to listen carefully and why listening is important when playing with peers. Model how to extend talk in play scenarios, everyday talk with adults and children. Sustain focus when listening to a story. Listen and respond within a small group setting.</p>	<p>Making friends; adults modelling how to develop an interaction. Develop and use new vocabulary Ask how and why questions. Answer how and why questions. Offer explanations for why something has happened. Use the correct tense when explaining and discussing their ideas. Understand how to listen carefully and why listening is important when playing with peers. Extend talk in play scenarios, everyday talk with adults and children. Sustain focus when listening to a stories and non-fiction texts. Listen and respond within a whole class setting. Share ideas and answer questions in full sentences.</p>	<p>Making friends; adults modelling how to develop an interaction. Develop and use new vocabulary Ask how and why questions. Answer how and why questions. Use time connectives and the correct tenses to explain and discuss their ideas with their peers (with support.) Support ch with conversation exchanges within their play, modelling how to extend. Sustain focus when listening to a stories and non-fiction texts. Listen and respond within a whole class setting. Share ideas and answer questions in full sentences.</p>



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Personal, Social and Emotional Development

Children’s personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life**.

Managing Self, Building Relationships & Self - Regulation

Worship theme this term: Power- Justice, Fairness & Responsibility
 Standing up to injustice
 Christian Value: Love
 Learning Behaviours: Responsibility
 Heartsmart: Get Heartsmart!
 Introducing toileting routines and hand washing routines
 Encouraging self-help skills as part of settling in.
 Promoting ‘healthy bodies’ through healthy eating - snack time.

Worship theme this term: Our Heroes - Courageous Advocacy
 Christian Value: Love
 Learning Behaviours: Respect, Teamwork
 Heartsmart focus: Don't Forget to let the Love In

Worship theme this term: Agents of Change - Be the Change You Want to See in The World
 Christian Value: Love
 Learning Behaviours: Teamwork and Respect
 Heartsmart focus: Too Much Selfie Isn't Healthy

 Promoting dental hygiene during learning about Dentists

Worship theme this term: Can't we all just get along?
 Getting along with others
 Christian Value: Forgiveness
 Learning Behaviour: Responsibility, Pride
 Heartsmart High Five: Don't hold on to what's wrong

Worship theme this term: Faith does not make things easy, it makes things possible
 Christian Values: Faith
 Learning Behaviours: Risk Taking and Curiosity
 Heartsmart focus: Fake is a mistake

Worship theme this term: Hope, resilience and creativity: From small acorns great things can grow
 Christian Value: Hope
 Learning Behaviours: Resilience and Creativity
 Heartsmart focus: No way through isn't true

Zones of Regulation
 The Zones of Regulation framework and curriculum (Kuypers, 2011) enables pupils to build awareness of their feelings and internal state and to utilise a variety of tools and strategies for regulation. The Zones of Regulation provides a common language and compassionate framework to support positive mental health while serving as an inclusion strategy for neuro-diverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioural development.
 At St Mark’s, we are adopting this as a really helpful way for children to identify and talk about their emotional state- even when they are angry or anxious. Identifying a colour helps children to know how to move towards a more settled state, which may not always mean moving straight to green. It also enables them to know “It’s ok to feel this way”, whilst at the same time teaching them that they are still responsible for their own actions.

- Co-Regulation Strategies**
- *Drinking water*
 - *Colouring or drawing a picture*
 - *Squeeze and relax muscles*
 - *Slow belly breathing*
 - *Hand breathing*
 - *Star breathing*
 - *Wall push ups*
 - *Heavy work*
 - *Physical activity*
 - *Use putty or playdough*
 - *Complete a guided meditation*





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<p>Physical development</p> <p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>	<p>Introduce finger names and body parts necessary for writing Assess children's shoulder, elbow and wrist pivots. Assess children's pencil grip – follow pencil grip progression to focus on child's individual needs and provide a suitable pencil. Draw lines and circles using finger joints (isolated from the wrist) Model dynamic tripod grip using school pencil grips. Explore making snips in paper using scissors Begin to form letters using 'school letters' (single sounds taught in RW1 phonics.)</p>		<p>Assess children's pencil grip – follow pencil grip progression to focus on child's individual needs and provide a suitable pencil. Encourage use of a pencil grip using fingers rather than whole hand. Develop muscle tone to put pencil pressure on paper Use lines and circles to enclose a space when drawing. Use wrist joint to colour a large area (back and forth movement). Start to cut along a straight line. Develop the repetitive movements needed for each letter family (e.g. curly) caterpillars</p>		<p>Assess children's pencil grip – follow pencil grip progression to focus on child's individual needs and provide a suitable pencil. Encouraging use of dynamic tripod grip by this point. Use one hand consistently for cutting, Start to cut along a curved line, like a circle Colour inside the lines of a picture Draw pictures that are recognisable. Children to form each letter correctly, according to their handwriting 'family'</p>		
	<p>Fine motor</p> <p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p>	<p>Write Dance program focusing on gross motor movements (lines, circles, zig zags, waves, figure of eight, arches and troughs: pre-handwriting movements on a large scale.)</p>		<p>Dough Disco sessions based on children's developmental need (identified in Autumn Term). Write Dance activities as an intervention for those children identified in the Autumn Term.</p>		<p>Funky Fingers sessions based on children's developmental need (identified in Spring Term). Write Dance/dough disco activities as an intervention for those children identified in the Autumn Term.</p>	
	<p>Gross motor</p> <p>Following the REAL PE scheme the children will develop the fundamental skills of Agility, Balance and Co-ordination, alongside the key developmental 'Cogs'.</p>	<p><u>REAL PE - Personal Cog</u> 'Bike' Funs 10 – Co-ordination and footwork 'Pirate' Funs 1- Static 1 leg balance</p>	<p><u>REAL PE - Social Cog</u> 'Space' Funs 6 – Dynamic balance to agility: jumping and landing 'Jungle' Funs 2 – Static balance seated</p>	<p><u>REAL PE - Cognitive Cog</u> 'Trains' Funs 5 – Dynamic balance: on a line 'Tightrope' Funs 4 – Static balance : Stance</p>	<p><u>REAL PE - Creative Cog</u> 'Clown' Funs 9 – Co-ordination ball skills 'Seaside' Funs 7 – Counter balance with a partner</p>	<p><u>REAL PE - Physical Cog</u> 'Juggling' Funs 8 – Co-ordination: sending and receiving 'Fairytale' Funs 12 – Agility: reaction/response</p>	<p><u>REAL PE - Health and Fitness Cog</u> 'Squirrel' Funs 11 – Agility: ball chasing 'Cat' Funs 3 – Static balance: floor work</p>
	<p>Write dance/Dough disco/Funky Fingers</p>	<p><u>REAL Gym - Personal Cog</u> 'At home' Skill – Shape 'Jungle Trip Skill - travel</p>	<p><u>REAL Dance - Social Cog</u> Skill: Shapes, partnering shapes, artistry musicality, circles solo, Partnering circles, artistry (making)</p>	<p><u>REAL Gym - Cognitive Cog</u> 'Park life' Skill – Flights 'Toy box' Skill - Rotation</p>	<p><u>Gymnastics - Creative Cog</u> Movement – travelling over, under and through. Negotiating space</p>	<p><u>Athletics - Physical Cog</u> Track races – running, relay, obstacles. Sports day event practise.</p>	<p><u>Rounders - Health and Fitness Cog</u> Introduction to rounders skills; bowling, catching, fielding, batting</p>
		<p><u>Across the year</u> Help individual children to develop good personal hygiene and introduce toileting and thorough handwashing rules at school. Promote healthy food choices – establish whole class fruit snack routines, encouraging children to try new foods at lunchtimes, snack times and during topic led food tasting. (Handa's Surprise, Chinese New Year) Promote independence in managing their own personal needs and belongings. Promote oral hygiene – how often to clean our teeth, why we clean them, how to maintain healthy teeth and gums by going to the dentist. Special focus on this in Spring 1 – Dentists topic.</p>					
<p>Continuous and Enhanced provision</p>	<p>Our continuous and enhanced provision will give children the opportunity to develop gross and fine motor movement through play, to experience challenges and taking risks and to learn how to use equipment appropriately and safely. Climbing activities – Selection of climbing equipment – crates, trim trail, tyres for children to explore through their play. Co-ordination activities – Selection Skipping ropes, hoops, bean bags, gymnastic ribbons for children to explore through their play. Selections of balls, beanbags, and our basketball hoops to develop co-ordination. Balance Activities – Wobble boards, big cones, balance boards, trim trail for children to use to develop core strength and balance. Obstacle activities – Selection of equipment for children to explore moving over, under, through and around equipment Bikes, trikes and scooters – Selection of balance bikes, 2 and 3 wheeled scooters and trikes for children to develop their balance, co-ordination and gross motor movements. Gross motor development through large scale mark making – fence painting, chalk boards, large painting sheets Threading, cutting, weaving, playdough, tweezer work, hole punching, picking small objects up with pinchy fingers, toys with wind up movements.</p>						



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Literacy	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p> <p>At St Marks we teach the three aspects of 'Literacy' through daily story time sessions, sharing home reading books with individual children, 'Write Stuff' sessions linked to a key text and opportunities through child-initiated learning to practice comprehension, reading and writing skills taught.</p>					
Comprehension - Developing a passion for reading	<p>Join in with rhymes and show an interest in stories with repeated refrains.</p> <p>Explore environment print.</p> <p>Talk about a favourite story/rhyme.</p> <p>Rhyming, alliteration</p> <p>Understand that :</p> <ul style="list-style-type: none"> print has meaning print can have different purposes - we read English text from left to right and from top to bottom the different parts of a book have names <p>Sequence familiar stories through the use of pictures to tell the story.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Recite known stories</p> <p>Listen to stories with attention and recall.</p> <p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Introduce Write Stuff 'Fantastics' to explore interesting word choices and to broaden children's vocabulary.</p> <p><u>RWI reading / sharing book focus:</u> Picture cues, retell the story from the story map, answer simple questions such as 'who's that?' 'what's happening?'</p>	<p>Retelling of traditional tales through:</p> <ul style="list-style-type: none"> acting/role play images story maps / story mountains <p>Editing of story maps and orally retelling new stories.</p> <p>Sequencing familiar stories through the use of pictures to tell the story</p> <p>Sequence story – use vocabulary of beginning, middle and end.</p> <p>Enjoys an increasing range of books</p> <p>Making up stories with themselves as the main character</p> <p>Common repeated language in traditional tales, identifying characters and settings.</p> <p>Reciting known stories</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Use Write Stuff 'Fantastics' to explore interesting word choices and to broaden children's vocabulary.</p> <p><u>RWI reading / sharing book focus:</u> Picture cues, retelling the story from the story map, matching the initial sound to picture cue – making sense of the print. Answering simple comprehensions questions such as 'where is the story set?' 'what will happen next/at the end?' 'when is the story set?'</p>	<p>Introduce Non-fiction features – contents, titles, real photos and diagrams</p> <p>Find the answer to a question.</p> <p>Extract information from the NF texts using NF features of the text.</p> <p>Use computers and online search engines to fact find.</p> <p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Use Write Stuff 'Fantastics' to explore interesting word choices and to broaden children's vocabulary.</p> <p><u>RWI reading / sharing book focus:</u> Answer comprehension questions such as 'how do you think the characters are feeling?' 'what made them feel this way?'</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Introduce Non-fiction features – index, glossary, sub-headings, captions,</p> <p>Find the answer to a question.</p> <p>Extract information from the NF texts using NF features of the text.</p> <p>Use computers and online search engines to fact find.</p> <p>Use a range of non-fiction texts e.g. leaflets, posters</p> <p>They develop their own narratives and explanations by connecting ideas or events</p> <p>Story structure-beginning, middle, end – story mountains and story boards</p> <p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Use Write Stuff 'Fantastics' to explore interesting word choices and to broaden children's vocabulary.</p> <p><u>RWI reading / sharing book focus:</u> Answer comprehensions questions such as 'did you like this book, why?' 'what was your favourite part?'</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Use story language when acting out a narrative.</p> <p>Can explain the main events of a story.</p> <p>Can talk about the beginning, middle and end of a story.</p> <p>Can draw pictures of characters/ event / setting in a story which may include labels, sentences or captions.</p> <p>Make predictions</p> <p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Use Write Stuff 'Fantastics' to explore interesting word choices and to broaden children's vocabulary.</p> <p><u>RWI reading / sharing book focus:</u> Answer comprehension questions such as 'what does this word mean?' 'Why is the character doing that?' 'why did that happen?'</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions</p> <p>Can talk about the problem and resolution in a story plot</p> <p>Can draw pictures of characters/ event / setting in a story</p> <p>Sort books into categories.</p> <p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Use Write Stuff 'Fantastics' to explore interesting word choices and to broaden children's vocabulary</p> <p><u>RWI reading / sharing book focus:</u> Answer comprehension questions such as 'how was the problem solved?' 'can you think of a different word which means the same as this?' 'will you read a book like this again?'</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>



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Literacy	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p> <p>At St Marks we teach the three aspects of 'Literacy' through daily story time sessions, sharing home reading books with individual children, 'Write Stuff' sessions linked to a key text and opportunities through child-initiated learning to practice comprehension, reading and writing skills taught.</p>					
Word Reading	<p>Phonic Sounds: RWI Set 1 sound introductions - whole class</p> <p>Reading: Oral segmenting and blending Initial sound identification Speed Sounds recognition Use Fred Talk and Fred Fingers (wordtime strategies), Finding the title. Recognise own name. Recognise familiar logos</p> <p>Home reading RWI Set 1 sound phonic activities matched to baseline assessments and daily phonics sessions. RWI assessments on a 6 weekly cycle</p>	<p>Phonic Sounds: consolidate RWI set 1 Differentiated groups Introduce RWI 'Special friends' if appropriate</p> <p>Reading: Oral segmenting and blending Initial sound identification Speed Sounds recognition Use Fred Talk and Fred Fingers (wordtime strategies) Spot set 1 'special friends' in words. Introduce 'Red Words' Recognise own name. Recognise familiar logos Know that print is read from left to right. Use their reading finger to track the text. Differentiate between text and illustrations.</p> <p>Home reading: RWI Set 1 sound phonic activities, wordtime reading activities, Ditty Sheets or 'Take Home' books carefully matched to Autumn 1 phonics assessment. RWI assessments on a 6 weekly cycle Sharing book for enjoyment Library book weekly for enjoyment</p>	<p>Phonic Sounds: RWI Differentiated groups; Wordtime, Ditties or Coloured RWI books Introduce Set 2:1 sounds if appropriate</p> <p>Reading: Read set 1 'special friends' in words. Read CVCC and CCVC words. Spotting set 2 'special friends' in words. Read 'red words' by sight</p> <p>Home reading: RWI Set 1 sound phonic activities, wordtime reading activities, Ditty Sheets or 'Take Home' books carefully matched to Autumn 2 phonics assessment. RWI assessments on a 6 weekly cycle Sharing book for enjoyment Library book weekly for enjoyment</p>	<p>Phonic Sounds: RWI Differentiated groups; Wordtime, Ditties or Coloured RWI books Introduce Set 2:2 sounds if appropriate</p> <p>Reading: Read set 1 'special friends' in words confidently. Read CVCC and CCVC words. Read set 2 'special friends' in words. Read simple captions and sentences independently using their phonics. Read 'red words' by sight Predict words using a variety of strategies to make sense of the text.</p> <p>Home reading: RWI Set 1 sound phonic activities, wordtime reading activities, Ditty Sheets or 'Take Home' books carefully matched to Spring 1 phonics assessment. RWI assessments on a 6 weekly cycle Sharing book for enjoyment Library book weekly for enjoyment</p>	<p>Phonic Sounds: RWI Differentiated groups; Wordtime, Ditties or Coloured RWI books Introduce Set 3 sounds if appropriate</p> <p>Reading: Reading set 1 'special friends' in words confidently. Read CVCC and CCVC words by sight. Read set 2 'special friends' in words. Read simple sentences with fluency. Read 'red words' by sight Predict words using a variety of strategies to make sense of the text. Non-fiction texts, Internal blending, Name letters of the alphabet. Distinguish between capital letters and lower case letters.</p> <p>Home reading: RWI Set 1 sound phonic activities, wordtime reading activities, Ditty Sheets or 'Take Home' books carefully matched to Spring 2 phonics assessment. RWI assessments on a 6 weekly cycle Sharing book for enjoyment Library book weekly for enjoyment</p>	<p>Phonic Sounds: RWI Differentiated groups; Wordtime, Ditties or Coloured RWI books</p> <p>Reading: Read CVCC and CCVC words confidently. Read set 2 and 3 'special friends' in words confidently. Read simple sentences with fluency. Predict words using a variety of strategies to make sense of the text.</p> <p>Home reading: RWI Set 1 sound phonic activities, wordtime reading activities, Ditty Sheets or 'Take Home' books carefully matched to Summer 1 phonics assessment. RWI assessments on a 6 weekly cycle End of year EYFS assessments Transition work with Year 1 staff Sharing book for enjoyment Library book weekly for enjoyment</p>



Year R Long Term Plan 2023-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	It's Good to be me	Terrific Tales	People who help us	Spring to life!	What an adventure!	What an Adventure!
Writing	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p> <p>At St Marks we teach the three aspects of 'Literacy' through daily story time sessions, sharing home reading books with individual children, 'Write Stuff' sessions linked to a key text and opportunities through child-initiated learning to practice comprehension, reading and writing skills taught.</p>					
Write Stuff	<p>Introduce Write Stuff 'Fantastics'</p> <p>Units based on these possible texts: Peepo Once there were giants Just like me Harry and the bucketful of dinosaurs go to school</p> <p style="text-align: center;"><u>Writing Focus-</u> - Emergent writing</p>	<p>JC Narrative Unit - Jack and the Jellybean stalk JC Narrative Unit – Pigs might fly + other units based on these possible texts: Hansel and Gretel Little Red Riding Hood Goldilocks</p> <p style="text-align: center;"><u>Writing Focus-</u> - Word Jotting – initial sounds</p>	<p>Units based on these possible texts: Mog's Christmas Calamity Cops and Robbers Zog and the flying doctors Rumpus at the vet The Selfish Crocodile</p> <p style="text-align: center;"><u>Writing Focus-</u> - Strive for a sentence</p>	<p>Non-Fiction Unit – Signs of Spring – Tadpole Story</p> <p>+ other units based on these possible texts: Billy's Beetle Harry and the bucketful of dinosaurs Gigantosaurus Farmer Duck What the ladybird heard</p> <p style="text-align: center;"><u>Writing Focus-</u> - Just me sentences</p>	<p>JC Narrative unit – On Sudden Hill JC Narrative Unit – Ruby's Worry JC Narrative Unit – Handa's Surprise</p> <p>+ other units based on these possible texts: Giraffe's can't dance Monkey Puzzle Zog</p> <p style="text-align: center;"><u>Writing Focus-</u> - Just me sentences</p>	<p>JC Narrative Unit – Rainbow Fish JC Narrative unit – Perfectly Norman JC Narrative Unit – Sam and Dave dig a hole</p> <p>+ other units based on these possible texts: The lion inside The lion who wanted to love The Way back Home Tiddler How to catch a star Barry the Fish with Fingers</p> <p style="text-align: center;"><u>Writing Focus-</u> - Brave it sentences</p>
Writing development within Continuous Provision	<p>Emergent writing: Give meaning to marks they make: Pre-phonemic stage of scribble writing, using random letters, letter strings or letter groups. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory. Forms encouraged: labels, lists, messages. Spelling: Orally segment sounds in CVC words. Write their name copying it from a name card or try to write it from memory. Handwriting: Form masdtinpgockubfelhrzvwxyz correctly (RWI rhymes and letter families)</p>	<p>Emergent writing: Give meaning to marks they make: Pre-phonemic stage of letter string s or groups. Letter name stage using letters to represent initial sounds. Write their name from memory. Forms encouraged: labels, lists, messages. Spelling: Orally segmenting sounds in CVC / CCVC words Write their name from memory Record the first sound for each word they want to write. Handwriting: Target each letter family letter formation on a weekly rotation within CIL enhancements.</p>	<p>Emergent writing: Give meaning to marks they make. Letter name stage using letters to record the initial and final sounds in words. Middle sounds encouraged Introduce simple 'hold a sentence' skills. Forms encouraged: labels, lists, messages, short captions. NF facts. Spelling: Orally segment sounds in CVC / CCVC / CVCC words. Write their name from memory Record first and last sounds in words. Handwriting: Target each letter family letter formation on a weekly rotation within CIL enhancements.</p>	<p>Emergent writing: Give meaning to marks they make. Transitional stage using phonics independently to record short captions. Develop simple 'hold a sentence' skills. Forms encouraged: Captions and labels to accompany pictures or diagrams. Lists. Begin to use full stops, capital letters and finger spaces. Spelling: Orally segment sounds in CVC / CCVC / CVCC words. Write their name from memory Record CVC / CVCC / CCVC words Use set 2.1 RWI sounds within words. RWI 'Red words' Handwriting: Target each letter family letter formation on a weekly rotation within CIL enhancements.</p>	<p>Emergent writing: Transitional stage using phonics independently to record short captions. Embed 'hold a sentence' skills. Forms encouraged: Captions and labels to accompany pictures or diagrams. Record narrative ideas from their play in sentences (modelling story mountain structure.) Begin to use full stops, capital letters and finger spaces. Spelling: Orally segment sounds in simple words. Record CVC / CVCC / CCVC words. Use set 2.2 RWI sounds within words. RWI 'Red words' Handwriting: Target each letter family letter formation on a weekly rotation within CIL enhancements.</p>	<p>Emergent writing: Transitional stage using phonics independently to record short sentences. Embed 'hold a sentence' skills. Forms encouraged: Captions and sentences to accompany pictures or diagrams. Record narrative ideas from their play in sentences (modelling story mountain structure.) Character descriptions Begin to use full stops, capital letters and finger spaces. Spelling: Phonetically plausible attempts at polysyllabic words. Record CVC / CVCC / CCVC words. Use set 2.1 and 2.2 RWI sounds within words. RWI 'Red words' Handwriting: Target each letter family letter formation on a weekly rotation within CIL enhancements.</p>



Year R Long Term Plan 2023-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	It's Good to be me	Terrific Tales	People who help us	Spring to life!	What an adventure!	What an Adventure!
Maths	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
<p><i>Termly progression based on White Rose Maths Yearly Overview</i></p> <p><i>These Maths units and concepts may be taught in different order within a term to allow for teachers to respond to children's conceptual understanding (AFL)</i></p>	<p>Baseline and establish key times of the day, class routines. Explore the continuous provision for Maths inside and outside. Where do things belong?</p> <p><u>Number</u> Match and sort - matching by type, colour, shape, size (pairs)</p> <p>Sort by type, colour, shape, size Compare amounts – more, fewer and the same</p> <p><u>Measure, shape and spatial thinking</u> Compare size, mass & capacity Explore pattern - making simple patterns ABABAB, ABCABCABC</p>	<p><u>Number</u> Introduce 1 – 5 Represent 1, 2, 3, 4, 5 – collect amounts Match number names to numerals and quantities (1-5) Understand cardinality of – numbers 1-5</p> <p>Compare 1, 2 & 3 Composition of 1, 2 & 3 – number bonds</p> <p>One more or less - begin to understand numbers in relation to one another (1 more than and 1 less than.)</p> <p>Introduce subitising up to 5 items.</p> <p>Count forwards and backwards within 5.</p> <p><u>Measure, shape and spatial thinking</u> Circles and triangles Shapes with 4 sides- rectangles and squares Positional language</p> <p>Time - compare night/day, morning/afternoon, before/after and today/tomorrow</p>	<p><u>Number</u> Introduce 0 Introduce 6 and 7</p> <p>Compare numbers to 5 Composition of 4 to 7.</p> <p>Make pairs - arrange objects into pairs and identify odd one out (introduction to odd and even.)</p> <p>Combine 2 groups</p> <p><u>Measure, shape and spatial thinking</u> Length longer/shorter, wider/narrower Compare capacity - full /empty, half full / half empty/ nearly full / nearly empty. Time - Order and sequence important times in their day: now, before, later, soon, after, then and next. Days of the week Understand that the same events happen on the same day each week</p>	<p><u>Number</u> Introduce 8, 9 and 10 Compare numbers to 10 Bonds to 10</p> <p><u>Measure, shape and spatial thinking</u> 3D shape - cylinder, cuboid, cube, sphere, cones and square –based pyramid, triangular prism.</p> <p>Compare mass - heaviest/lightest. height - taller/shorter, wider/narrower Pattern - describe, continue and copy patterns e.g. ABB, AAB, AABB</p>	<p><u>Number</u> Doubling Sharing and Grouping</p> <p>Counting patterns beyond 10</p> <p>Adding more Taking away</p> <p><u>Measure, shape and spatial thinking</u> Spatial reasoning - match, rotate and manipulate; matching shape arrangements, number arrangements</p> <p>Spatial reasoning – compose and decompose; combine and separate shapes to make new shapes.</p>	<p><u>Number</u> Build numbers beyond 10 Even and Odd</p> <p>Deepen understanding -using stories as a basis for problem solving e.g. how many legs, One is a snail ten is a crab.</p> <p>Patterns and relationships - Investigate relationships between numbers and shapes. Continue to copy, continue and create a widening range of repeating patterns and symmetrical constructions</p> <p><u>Measure, shape and spatial thinking</u> Spatial reasoning – verbalise and build; using positional language</p> <p>Spatial reasoning – mapping; objects in relation to one another, making maps to represent this.</p>
Numberblocks	-	Introduce numbers 1- 5 using BBC 'Numberblocks'	Introducing 0, 6, 7	Introducing 8, 9 and 10.		Introducing number 11-20



Year R Long Term Plan 2023-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	It's Good to be me	Terrific Tales	People who help us	Spring to life!	What an adventure!	What an adventure!
Understanding the world	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
<p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<ul style="list-style-type: none"> Ourselves – our likes and dislikes, preferences, favourite toys, activities. (All about me booklets, Chatterboxes.) Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. 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. Long ago – how they have changed. Growth and change. My timeline. Who will I be in the future – exploring how they will change as they move through the school? Comparison of home and lives in the past and present. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Navigate around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. (emerging map skills.) Explore and celebrate different cultures and languages spoken at home. Explore and celebrate the Jewish and Christian Harvest festivals. Read and explore creation stories from other cultures (link to RE unit: God) 	<ul style="list-style-type: none"> Explore the world around us and see how it changes as we enter Autumn. Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Change in living things – Changes in the leaves, weather, seasons, 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. Look for children incorporating their understanding of the seasons and weather in their play. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen. Bee bot maps of Traditional Tale settings – reading map symbols and interpreting. Share different cultures versions of famous traditional tales. 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. Stranger danger (link to Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need. Talk about what we have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. Discuss similarities and differences between our past birthday celebrations. 	<ul style="list-style-type: none"> Listen to stories and place events in chronological order – link to traditional tales. Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see. Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. Children listen to introductions about different occupations and listen to facts about their roles and learn new vocabulary linked. Find out how they use transport to help them in their jobs. Use remote control toys (cars, cats, trucks) to explore floor maps – link to emergency vehicles travelling. Learn about the Chinese New Year festival and how it is the same/different to our own New Year celebrations. Learn about traditions which are part of this festival and why they are symbolic and important. 	<ul style="list-style-type: none"> Change in living things – changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Spring. Provide opportunities for children to note and record the weather. Read a 'Bug Hotel' Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. 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. After close observation, draw pictures of the natural world, including animals and plants Understand where dinosaurs are now and begin to understand that they were alive a very long time ago. Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil. Explore a range of minibeasts. Learn their names and label their body parts. Explore a range of farm animals and their babies. Learn their names and label their body parts Explore a range of dinosaurs. Learn their names and label their body parts. Learn about the Chinese New Year festival and how it is the same/different to our own New Year celebrations. Learn about traditions which are part of this festival and why they are symbolic and important. 	<p>Theme for the term 'What an adventure' focussing on taking a balloon ride around the world to visit contrasting places.</p> <ul style="list-style-type: none"> Learn about castles; their history, their features and uses. Learn about what it was like to live in a castle. Compare and contrast with their lifestyle today. Compare animals from a jungle to those on a farm. Explore a range of jungle and safari animals. Learn their names and label their body parts. Introduce deforestation and the impact on the environment and wildlife. Suggest how recycling can help manage the impact. Look at the difference between transport in this country and other countries. Encourage the children to make simple comparisons. Use bee-bots on simple maps. Encourage the children to use navigational language. Look at maps of the world as we visit different place. Environments – features of local environment Can children differentiate between land and water? Compare places on Google Earth – how are they similar/different? Can children make comments on the weather, culture, clothing, housing. Share non-fiction texts that offer an insight into contrasting environments. Teach children about different places of worship and places of local importance to the community (RE link) Can children talk about their homes and what there is to do near their homes? 	<p>Theme for the term 'What an adventure' focussing on taking a balloon ride around the world to visit contrasting places.</p> <ul style="list-style-type: none"> Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. E.g. Neil Armstrong, Valentina Tereshkova, Mae Jemison (BAME), Tim Peake. Introduce the children to NASA and America. Explore metallic / non-metallic objects Explore a range of sea creatures. Learn their names and label their body parts. Introduce plastic pollution and the impact on the environment and wildlife. Suggest how recycling can help manage the impact. Explore floating / sinking – boat building. Teach children about different places of worship and places of local importance to the community (RE link)



Year R Long Term Plan 2023-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	It's Good to be me	Terrific Tales	People who help us	Spring to life!	What an adventure!	What an adventure!
RE	God	Jesus' Birthday	Stories Jesus Told	Eggs as a symbol of new life	Belonging in Judaism	Special Clothes
<p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<p>Key question: Why is the word 'God' so important to Christians?</p> <ul style="list-style-type: none"> Communicate about what God means to them Identify times that they have heard about God Begin to talk about what God means Begin to identify and talk about what Christians' think about God Reflect on the importance of God to believers and what they believe about God 	<p>Key question: why do we Christians perform Nativity?</p> <ul style="list-style-type: none"> Reflect on their own ideas about celebrating birthdays. Respond to ideas about when and why we celebrate birthdays. Identify what birthday celebrations are for. Identify how and why Christians celebrate Jesus' birthday at Christmas. Reflect on the importance of celebrating Christmas for Christians. 	<p>Key question: What can be learnt from bible stories?</p> <ul style="list-style-type: none"> Reflect on their own experiences of stories Respond to stories help us to learn things Communicate about what learning means Identify that Christians read the stories Jesus told to help them to learn more about God Reflect on the importance of Jesus' stories to believers and what they have learnt from Jesus' stories 	<p>Key question: Why are symbols of new life used at Easter?</p> <ul style="list-style-type: none"> Reflect on their own ideas about eggs as a reminder/symbol Respond in a variety of ways to their own ideas and experiences. Communicate their ideas about eggs as a reminder/symbol of new life Identify how Christians use eggs as a reminder/symbol of new life Share their own experiences of eggs 	<p>Key question: What does it mean to belong?</p> <ul style="list-style-type: none"> Talk about their own responses to <i>belonging</i> Identify how their response to the idea of <i>belonging</i> relates to their own lives. Identify and talk about the concept of <i>belonging</i> Recognise how Jewish people show that they <i>belong</i> to the Jewish faith Talk about the importance of <i>belonging</i> to Jewish people, and identify an issue raised. 	<p>Key question: Why do people wear special clothes?</p> <ul style="list-style-type: none"> Talk about their own responses to special clothes Identify how their feelings about special clothes relate to their lives Talk about the concept of <i>special</i> Recognise that Christians wear special clothes at certain times Talk about the importance of special clothes for Christians.
	Christian Festivals	All Saints Day	Christmas	Epiphany	Ash Wednesday Shrove Tuesday Palm Sunday Easter	Passover
Other Festivals	Rosh Hashanah Yom Kippur Sukkot	Diwali Hannukah	St David's Day Shivaratri	Holi Start of Ramadan Chinese New Year	Eid Shavuot	Summer solstice



Year R Long Term Plan 2023-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Expressive Arts and Design	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>Explore the continuous provision for Art, Music, Construction, role play, small world opportunities. inside and outside.</p> <p>Build models using a variety construction equipment e.g. Duplo, K'nex.</p> <p>Paper plate Jellyfish – link to RE: God. FOSM Christmas cards (early designs) Harvest art – fruit printing, collage using cereals and pulses.</p> <p>Self-portraits – teach use of appropriate colour for purpose, explore different paintbrush sizes and representing shape and form.</p> <p>Join in with nursery rhymes and action songs – perform together. Tap out of simple repeated rhythms on tuned and un-tuned instruments. Explore the sounds that different un-tuned percussion instruments make.</p> <p>Use resources available to support role play (props) Introduce a storyline to small world play.</p>	<p>Use different textures and materials to make houses for the three little pigs, bridges for the Three Billy Goats, gingerbread houses for Hansel and Gretel.</p> <p>Firework pictures – mix media and materials to created a planned effect. Christmas decorations, Christmas cards,</p> <p>Tap out of simple repeated rhythms on tuned and un-tuned instruments. Explore the sounds that different un-tuned percussion instruments make.</p> <p>Christmas songs/poems The Nativity – learn new songs, taking on a role, perform to parents.</p> <p>Use story maps, props, puppets & story bags to encourage children to retell, invent and adapt traditional tales and other familiar stories. Role Play Parties and Celebrations – link to RE: Celebrating birthdays\ Diva lamps (clay) – teaching how to make a thumb pot.</p>	<p>Paint pictures of emergency vehicles - teach how to use different sized brushes and layering colours to create the desired effect. Embellishing paintings.</p> <p>Create repeating patterns using own word choices as stimulus e.g. neenah, get the handcuffs.</p>	<p>Make Chinese lanterns. Make Zodiac animal puppets using sellotape and glue to fix and join. Paint pictures of farm animals. Collage pictures of farm animals. Print farm animals with various media e.g. vegetables, classroom objects, printing tools. Design and create Easter eggs –use pastels, printing tools, use of repeating patterns, collage, mixed media. Mother's Day crafts – collage flowers. Easter crafts – e.g. finger painting chicks/collage flowers/fork printing chicks/wax resist eggs. Minibeast finger printing – add pen embellishments. Observational drawings of daffodils and other Spring flowers/</p> <p>Listen to Chinese music Accompany Chinese dragon dance with un-tuned percussion. Explore farm animal sounds using instruments - Old Macdonald had a farm. Perform familiar songs confidently and accompany them with un-tuned instruments. 'There was an old woman' Dinosaur movement songs. Egg hatching / frog lifecycle music & movement. Shadow Puppets - re-enact the story of the Zodiac. Perform dragon dances.</p> <p>Dinosaur fossil tiles (clay) – Teaching how to use impressions to make an effect</p>	<p>3D hot air balloons; junk modelling, paper plates etc – how to fix and join. 3D Castle models- fix and join join, paint and embellish.</p> <p>Jungle scenes (based on Rousseau's Tiger)–layer and score using paint, collage to embellish.</p> <p>African drumming - explore rhythm patterns African dancing – move to the strong pulse and rhythms.</p>	<p>Design and make 3D rockets. Design and make objects they may need in space, thinking about form and function Rainbow fish collages- mix media to create an effect</p> <p>Create outer space pictures - paint and collage.</p> <p>Carnival of the Animals – use movement to respond to classical music. Whatever Next Space Adventure – use movement, dance and un-tuned instruments to represent a journey to the moon.</p> <p>Lion coaster for buddies (clay)</p>
Continuous and Enhanced Provision	<p>Junk modelling- selection of tools provided to explore different techniques to assemble and join materials. Painting – selection of different types of brushes/tools to explore different painting techniques. Malleable materials e.g. playdough, - selection of loose parts and tools provided to encourage children to make representations. Collage- selection of materials and textures to combine in different ways to create textures and representations. Role play – Class role play areas will sometimes be linked to weekly theme or following children's interests. Instruments- selection of un-tuned percussion instruments available for the children to explore.</p>					



Year R Long Term Plan 2023-24

Early Learning Goals – for the **end of the year** - Holistic / best fit Judgement

Communication and Language	Personal, Social, Emotional Development	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
<p>ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</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>ELG: Speaking 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>ELG: Self-Regulation 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>ELG: Managing Self 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>ELG: Building Relationships 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>ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills 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. Begin to show accuracy and care when drawing.</p>	<p>ELG: Comprehension 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>ELG: Word Reading 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>ELG: Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>	<p>ELG: Number Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitize (recognise quantities without counting) up to 5; -</p> <p>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>ELG: Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system;</p> <p>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>ELG: Past and Present 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>ELG: People, Culture and Communities 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>ELG: The Natural World 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>ELG: Creating with Materials 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>ELG: Being Imaginative and Expressive 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>