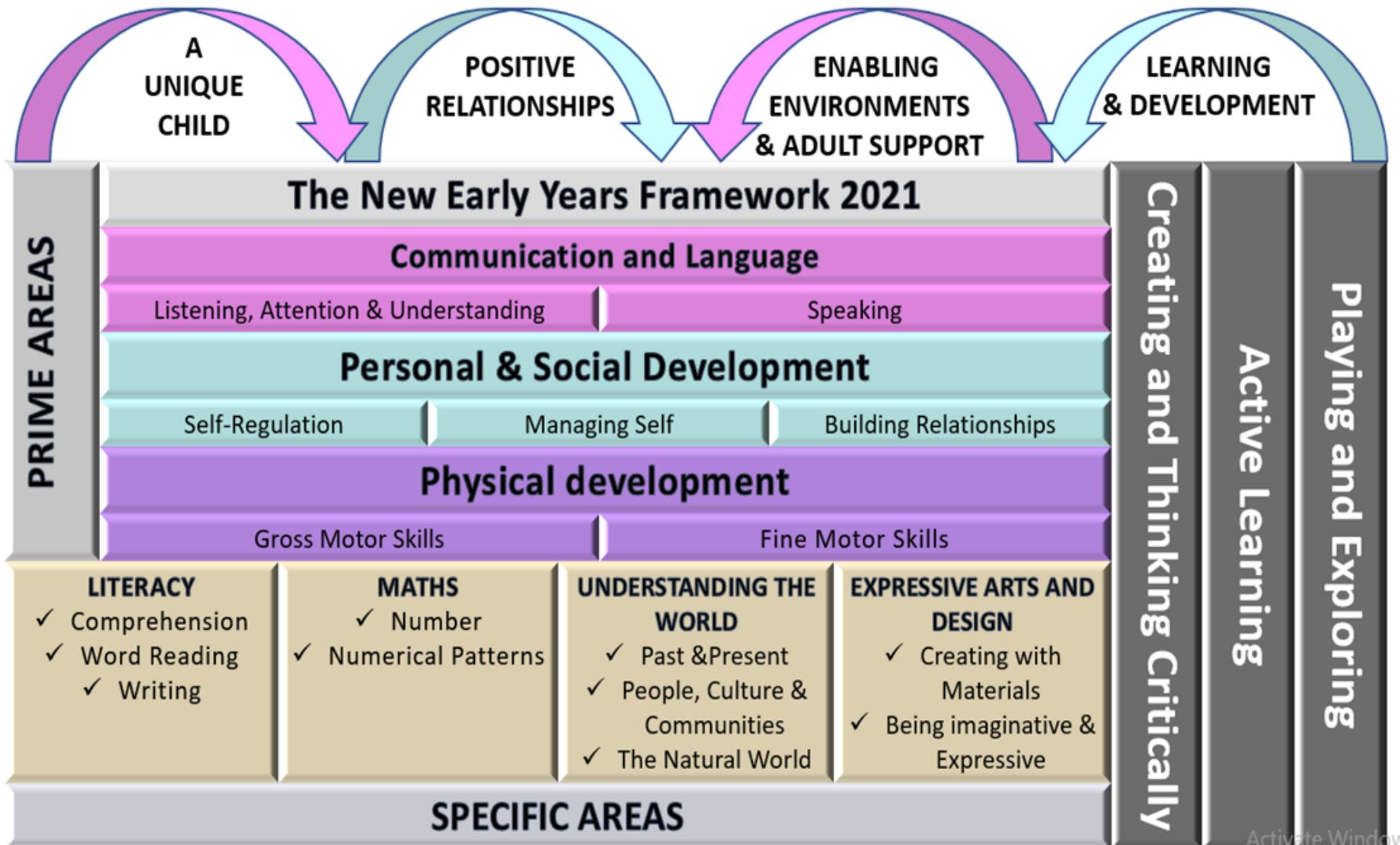
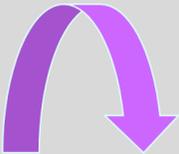


- All children deserve to have equal chance of success and all children will receive high-quality care.
- We need to narrow the gap between disadvantaged children and their peers.
- Our provision is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly and all children promptly receive any extra help they need to enable them to progress well in their learning.
- Careful sequencing of our curriculum will help children build their learning over time.
- Young children's learning is often driven by their interests so these will be taken into account and plans will be flexible.
- Children learn through play, by adults modelling, by observing each other and through guided learning and direct teaching.
- Language development is central to a child's self-regulation: children use language to guide their actions and plans.
- Strong and respectful partnerships between parents/ carers and staff are key for children to thrive at school.
- It is important to encourage all parents/ carers to chat, play and read with their children.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me!	Let's celebrate!	Traditional Tales Luna New Year	Superheroes/ Spring/ Chicks	Growing!	Minibeasts
 Overarching principles 	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children learn to be strong and independent through positive relationships.</p> <p>Enabling environments: Children learn and develop well in a safe and secure environment where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Children benefit from a strong partnership between practitioners and parents and/ or carers.</p> <p>Learning and Development: Children develop and learn at different rates. We as practitioners must be aware of this so that we can identify children who need greater support than others and adjust our practice appropriately.</p> <p><i>At Langtoft Primary School we understand that children learn best when they are absorbed, interested and active. Play is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults. We understand the importance of stimulating the children's interests, responding to each child's emerging needs and guiding their development through warm, positive relationships coupled with secure routines for play and learning. During the Reception year there is a focus on teaching the essential skills and knowledge in the specific areas of learning to ensure the children are ready for their journey into Y1.</i></p> <p><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></p>					
	<p style="text-align: center;">Characteristics of Effective Learning</p> <p>Playing and exploring: - Children investigate and experience things, and 'have a go'.</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 have and develop their own ideas, make links between ideas and develop strategies for doing things.</p>					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about me!	Let's celebrate!	Traditional Tales Luna New Year	Superheroes/ Spring/ Chicks	Growing!	Minibeasts
General Themes	<p>All About me! Starting school / my new class / New Beginnings My family / PSED focus /relationships/ feelings What am I good at?</p> <p><i>NB: These themes may be adapted at various points to allow for children's interests</i></p>	<p>Lets celebrate! Bonfire night celebrations Birthdays Diwali The Nativity Christmas Lists Letters to Father Christmas</p>	<p>Traditional Tales Three Billy Goats Gruff Little Red Riding Hood Three Little Pigs Goldilocks and the Three Bears</p> <p>Luna New Year Chinese New Year</p>	<p>Superheroes Real-life superheroes- People who help us Careers Supertato Spring Real-life experiences Seasonal changes Chicks Life-cycle- observation caring for living things</p>	<p>Growing! The great outdoors Plants & Flowers Weather Seasons Planting beans/seeds Jack and the Beanstalk</p>	<p>Minibeasts Life cycles- butterfly Arts and crafts Minibeast hunts</p>
'Wow' moments	Family picnic? Autumn Walk	Guy Fawkes Bonfire Night Remembrance Day Diwali Christmas Time/ Nativity/Santa	Valentines day Chinese New Year	Happy Eggs Mother's Day World Book Day /police officer/vet/ soldier visit	School Trip	Caterpillars in Father's Day Pets in

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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General Themes	All about me!	Let's celebrate!	Traditional Tales Luna New Year	Superheroes/ Spring/ Chicks	Growing!	Minibeasts
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Communication and Language
 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**.

ELG: Listening, Attention and Understanding	ELG: Speaking
<ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of

Whole EYFS Focus – C&L	Settling in /Making friends. Children talking about experiences that are familiar to them Family routines and special occasions. Show an interest in the lives of other people. Follow instructions (settling in, putting my things away) Model talk routines through the day. E.g. arriving in school: "Good morning, how are you?" Name emotions: happy, sad, excited, angry	Story language Listening and responding to stories Following instructions Taking part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary.	Using language well Ask's how and why questions... Remember key points from a story Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	Reciting poems and songs Retell a story with story language Tell me a story - retelling stories. I can articulate my ideas and thoughts into well-formed sentences I ask questions to find out more	Learn and recite, poems and songs. Listen to, engage in and talk about non-fiction Describe events in some detail: how to grow a bean	Articulate a life-cycle Listen to and engage in and talk about selected non-fiction Learn and recite, poems and songs. Talk about similarities and differences between things in the past and now Talk about the experiences I have had at different points in the school year
Daily story time using high quality texts						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me!	Let's celebrate!	Traditional Tales Luna New Year	Superheroes/ Spring/ Chicks	Growing!	Minibeasts
Personal, Social and Emotional Develop- ment	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, oral health 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.					
	ELG: Self- Regulation		ELG: Managing Self		ELG: Building Relationships	
	<ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 		<ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 		<ul style="list-style-type: none"> - Work and play cooperatively and take turns with others; - - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs. 	
Managing Self Self Regulation Making relation- ships (Key vocab in bold)	Being Me in My World Learning names. Create Learning Charter together. Begin to understand children rights. Learn how to enjoy a Calm Me time. New vocab: Unique . Understand how it feels to belong . Begin to understand each other's similarities and differences. Start to recognise and manage feelings. Working together. Importance of kind and gentle hands. Begin to learn what responsible means.	Celebrating Difference Discuss: What are you good at? Being different makes us special . Understand we are all different but the same in some ways. Discuss why their home is special to them. Learn how to be a kind friend. How does it feel if someone is unkind? How should we deal with that kind of situation?	Dreams and Goals Understand that if you persevere you can tackle challenges . Talk about a time when you didn't give up. Set a goal and work towards it. Learn to use kind words to encourage others. Consider what job they might like to do in the future- what do you need to do to achieve this goal? Understand what it means to feel proud when you have achieved your goal.	Healthy Me Understand what healthy means. Learn you need to exercise to have a healthy body. Understand which foods are healthy and not so healthy so you can make healthy choices. Understand importance of sleep, washing body, hands and teeth. Learn about stranger danger .	Relationships Discussing families. Learn how to make friends and what to do if feeling lonely. Discuss what to do if you and your friend have a problem. Understand the effect of unkind words. Consider how to calm down if cross or angry. Know how to be a good friend.	Changing Me Name body parts. Explain how we keep healthy- importance of respecting our bodies. Understand we grow from a baby to an adult. Transition: How do you feel about moving to Y1? Discuss worries/ things we are looking forward to. Share memories/ best bits of year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me!	Let's celebrate!	Traditional Tales Luna New Year	Superheroes/ Spring/ Chicks	Growing!	Minibeasts
Physical Development	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. 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 .					
	ELG: Gross Motor			ELG: Fine Motor		
	- Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.			- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.		
CONTINUOUS PROVISION: Climbing – large climbing frame, bridge, A frame, crates, large tyres. A range of wheeled resources for children to balance, sit or ride on, or pull and push. Apparatus outside– balls, hoops, obstacle course, beanbags, etc. Sweeping brushes, gardening equipment, paint brushes, chalk. Different surfaces– carpet, grass, textured path, soft pour track. Open ended resources for lifting, carrying, pushing, pulling, constructing, stacking and climbing.						
Gross Motor Weekly PE Session: Get Set	Baseline assessments/ Introduction to PE: Unit 2 Move around safely in space. Follow instructions and stop safely. Develop control when using equipment. Play safely as a group. Take turns. Work co-operatively with a partner.	Fundamentals: Unit 2 To develop balancing. To develop running and stopping. To develop changing direction. To develop jumping and hopping. To explore different ways to travel using equipment.	Gymnastics: Unit 2 Create short sequences using shapes, balances and travelling actions. Develop balancing and safely using apparatus. Develop jumping and landing safely from a height. Develop rocking and rolling. Travel around, over and through apparatus.	Dance: Unit 2 Use counting to help to stay in time with the music. Move safely with confidence and imagination, communicating ideas through movement. Use a prop with control and co-ordination. Copy, link and repeat actions. Remember and repeat actions.	Games: Unit 2 Develop accuracy when throwing. Follow instructions and move safely when play tagging games. Learn to play against an opponent. Play by the rules and develop coordination. Explore striking a ball with racket. Work co-operatively as a team.	Ball Skills: Unit 2 Develop rolling and tracking a ball. Develop accuracy when throwing to a target. Develop dribbling with hands and feet. Develop throwing and catching with a partner. Develop kicking a ball to a target.
Fine Motor Daily opportunities for Fine Motor Activities Weekly Finger Gym challenges.	Threading, cutting, weaving, playdough, Manipulate objects with good fine motor skills. Draw lines and circles using gross motor movements. Encourage tripod pencil/paint brush grasp and correct posture when seated.	Fine Motor activities. Develop muscle tone and show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Fine Motor activities. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control . Encourage children to draw freely. Cutting with Scissors	Fine Motor activities. Hold pencil effectively with comfortable grip .Forms recognisable letters most correctly formed . Cut along a straight line with scissors. Use knife and fork effectively.	Fine Motor activities. Develop pencil grip and letter formation continually– beginning to write on lines. Use one hand consistently for fine motor tasks. Cut along a curved line e.g. circle. Start to colour inside the lines of a picture	Fine Motor activities. Form letters correctly. Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle / Draw pictures that are recognisable inc a person.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me!	Let's celebrate!	Traditional Tales Luna New Year	Superheroes/ Spring/ Chicks	Growing!	Minibeasts
Literacy	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words .					
	ELG: Comprehension			ELG: Word Reading		
	- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.			- Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.		
Comprehension Developing a passion for reading	Show a preference for a book, song or rhyme. Choose a weekly book from the book corner to share at home. Enjoy sharing stories. Understand print has meaning and can have different purposes.	Talk about events and characters in a story read to me. Join in with rhymes and stories. Fill in missing words from well-known rhymes.	Show interest and answer simple questions about the text. Use words that I know to check my reading makes sense	Demonstrate understanding when talking about what I have read. Repeat words or phrases to check my reading. Read and answer questions each week in RWI groups.	Begin to notice if my reading makes sense and looks right. Sometimes notice errors. Think about what I already know to help me with my reading. Say rhymes by heart.	Demonstrate understanding of what has been read to me by retelling using my own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions and role-play. Anticipate key events in stories. (ELG)
Word Reading At least termly assessment for phonics – children grouped accordingly and intervention given to anyone not on track.	Handle books correctly and follow print left to right, top to bottom. Understand page sequencing. Learn to blend words orally– Fred talk games. RWI: 10min whole class. 10 min groups. Learn to read all single letter Set 1 sounds. Word Time 1.1-1.5 . Begin to take home red word lists and Purple Blending books when ready.	Begin to recognise words that rhyme. Understand book vocab: cover, title, page, word, finger space, sentence . Blend to read vc and cvc words. Read a few tricky words. Learn to read all Set 1 sounds including digraphs; blend sounds into words orally. WT 1.6 & 1.7	Check what I read makes sense and sounds right. Blend sounds to read; read short photocopied Ditty stories . These will be sent home to be re-read. Begin to learn Set 2 sounds if ready or consolidation Word Time . Set 2 sheets sent home.	Read and understand simple sentences. Use phonic knowledge to read and decode regular words. Understand what an author is. Read Red Storybooks and some Set 2 sounds . Children start on Bookbag books once they are reading Red.	Say a sound for each letter in the alphabet and at least 10 digraphs . Read words consistent with my phonic knowledge by sound blending (ELG) Read Green Storybooks and some Set 2 sounds . Continue to take home corresponding book bag books.	Re-read books showing increased accuracy and fluency. Read for understanding and enjoyment. Read Green or Purple Storybooks and recognise most Set 2 sounds . Continue to take home corresponding book bag books.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me!	Let's celebrate!	Traditional Tales Luna New Year	Superheroes/ Spring/ Chicks	Growing!	Minibeasts
Literacy	Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
	ELG: Writing					
	<ul style="list-style-type: none"> - 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. 					
Writing Daily letter formation/ spelling and writing linked to RWI texts Daily writing/ mark making/ fine motor skills in continuous and enhanced provision	Texts as a Stimulus: Super Duper You Pete the Cat I am absolutely too small for school Pumpkin Soup Assessing– which is dominant hand? Pencil grip? Teach tripod grip. Encourage mark making, giving meaning to marks and labelling. Writing for a purpose in role play e.g. shopping lists. 1:1 name writing practise. Writing initial sounds and simple captions if able. Use initial sounds to label. Teach a new sound daily using the letter formation rhyme. Children write in plain paper books using a pencil. Extra 1:1 practise for those who need it as well as fine motor activities.	Texts as a Stimulus: Kipper's Birthday Cake First Christmas Stickman Name writing– aim for all ch to write own name by the end of T2. Encourage mark making, giving meaning to marks and labelling. Writing for a purpose in role play e.g. party invite. Letter to Santa. Learning to write tricky words such as l, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. By the end of T2 all single letters will be have been taught and practised using correct formation. Daily spelling of cvc word in plain paper books using pencil.	Texts as a Stimulus: Traditional Tales The Great Race: The Story of the Chinese Zodiac Writing simple phrases or captions using sounds they can hear. Learn to write digraphs taught. Daily spelling in lined paper books using pencil– including digraphs taught. Hold a sentence when on photocopied ditties. Begin to understand capital letter, finger space and full stop. Continue to practise spelling tricky words.	Texts as a Stimulus: Supertato– all versions Tree: A Peek through Chicks– Non-fiction Writing captions and labels, writing simple sentences. Purpose for writing– Supertato stimulus. Non-fiction writing about chick life -cycle– diary. Daily spelling using sounds taught in books using plain paper– or if ready large lines. Hold a sentence. Continue to understand capital letter, finger space and full stop. Continue to practise spelling tricky words.	Texts as a Stimulus: Jack and the Beanstalk Jasper's Beanstalk Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Begin to form capital letters correctly. Form lower case letter correctly. Daily spelling using sounds taught in books using large lines. Hold a sentence. Understand capital letter, finger space and full stop– use with support. Continue to practise spelling tricky words.	Texts as a Stimulus: What the Ladybird Heard Next Spinderella The Very Hungry Caterpillar Non fiction- Life-cycles. Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters. Become confident with finger spaces. Using familiar texts as a model for writing own stories. Daily spelling using sounds taught in books using smaller lines if appropriate. Hold a sentence. Understand capital letter, finger space and full stop– increasing confidence. Spelling tricky words. ELG Write simple phrases and sentences that can be read by others.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me!	Let's celebrate!	Traditional Tales Luna New Year	Superheroes/ Spring/ Chicks	Growing!	Minibeasts
Daily whole class sessions plus opportunities in continuous and enhanced provision.	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.					
	ELG: Number			ELG: Numerical Patterns		
	<ul style="list-style-type: none"> - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 			<ul style="list-style-type: none"> - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 		
White Rose Phase	Getting to know you Just Like Me!	It's Me 1,2,3! Light and dark	Alive in 5! Growing 6, 7, 8	Building 9 and 10 Consolidation	To 20 and Beyond First then Now	Find my Pattern On the Move
Number	Routines, continuous provision. Match and sort, Compare amounts.	Representing, Comparing and Composition of 1,2,3. Representing 1-5 one more/ one less	Introducing Zero Comparing numbers to 5 Composition of 4 & 5 6, 7, 8 Making Pairs Combining 2 groups	9 & 10 Comparing numbers to 10 Bonds to 10	Building Numbers beyond 10 Counting patterns beyond 10 Adding More Taking Away	Doubling Sharing and grouping Even and Odd Deepening Understanding of Patterns and Relationships
Measure, Shape and Spatial Thinking	Compare size, mass and capacity. Exploring pattern	Circles and triangles Positional language Shapes with 4 sides. Time	Compare Mass (2) Compare Capacity (2) Length and Height Time	3D shape Pattern (2)	Spatial Reasoning (1) Match, Rotate, manipulate Spatial Reasoning (2) Compose and Decompose	Spatial reason (3) Visualise and build Spatial Reasoning (4) Mapping

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me!	Let's celebrate!	Traditional Tales Luna New Year	Superheroes/ Spring/ Chicks	Growing!	Minibeasts

Understanding The World
 Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

- ELG: Past and Present**
- Talk about the lives of the people around them and their roles in society;
 - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
 - Understand the past through settings, characters and events encountered in books read in class and storytelling.

<p>Past and Present</p> <p>The ch help to develop a working time-line display, which will grow as the year progresses. It can include art work or photos of the children celebrating the events along the line. Labels depicting the seasons and/or months will help the children learn more about the vocabulary associated with the passage of time.</p>	<p>Discuss preschool experiences and summer holidays. Talk about members of their family and community– share photos and discuss. Provide opportunities for ch to ask questions and make comments. Examples of different families from real life, books and photos. Look at photos of different homes, schools, transport in the past– discuss. Parents could send in photographs of themselves as a child. Ch to order pictures from baby to adult– basic chronology/ timeline. Measure children's height using a piece of string– create a time capsule.</p>	<p>Begin to understand the past–Show pictures, stories, artefacts and accounts from the past explaining differences and similarities– previous birthday parties/ previous Christmases. Parents send in photos and notes to discuss. Know some similarities and differences between things in the past and now. Birthdays– how old will they be on next birthday? Set up a birthday party for the class teddy. Birthday's displayed as a timeline.</p>	<p>Compare and contrast characters from stories– including figures from the past. Draw out common themes from stories such as bravery, difficult choices, kindness and talk about children's experiences with these themes.</p>	<p>Name and describe people who are familiar to them– real life superheroes e.g. doctor, firefighter, etc. Encourage children to explain their own experiences of people who are familiar to them.</p>	<p>Passing of time– thinking about Seasons/ growing/ changing.</p> <p>Discuss summer holidays– Think about previous holidays they have been on. Think about when they started school. How have they changed? What can they do now that they couldn't do then?</p> <p>Remeasure the children using string and compare to when they started school– have they grown? Look at the time capsule – what has changed?</p>	<p>Discuss summer holidays– Think about previous holidays they have been on. Think about when they started school. How have they changed? What can they do now that they couldn't do then?</p> <p>Remeasure the children using string and compare to when they started school– have they grown? Look at the time capsule – what has changed?</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me!	Let's celebrate!	Traditional Tales Luna New Year	Superheroes/ Spring/ Chicks	Growing!	Minibeasts
Understanding The World People, Culture and Communities	ELG: People, Culture and Communities					
	<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>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.</p>					
Lincolnshire Agreed Syllabus unit plus linked Discovery RE unit– taught once per week.	<p>LAS Unit Myself</p> <p><i>Introduce people who belong to a religious group.</i></p> <p>Discovery RE Theme: Special People Key Question: What makes people special?</p>	<p>LAS Units Special people to me</p> <p><i>Introduce people who are important to members of a religious group, e.g. Jesus, Prophet Muhammad, vicar, imam, etc.</i></p> <p>Discovery RE Theme: Christmas Concept: Incarnation Key Question: What is Christmas? Religion: Christianity</p>	<p>LAS Unit Our special books</p> <p><i>Introduce stories from religions and important books for members of a religious group</i></p> <p>Discovery RE Theme: Stories Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism</p>	<p>LAS Unit Our special things</p> <p><i>Introduce objects that are important to members of a religious group, e.g. cross, prayer mat, etc.</i></p>	<p>LAS Unit Our special places</p> <p><i>Introduce places of worship, e.g. church, mosque.</i></p> <p>Discovery RE Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism</p>	<p>LAS Unit Our beautiful world</p> <p><i>Introduce stories about creation and some beliefs about the natural world, e.g. the duty to care for the environment</i></p>
Avoid stereotyping when discussing other cultures and places.	Describe their immediate environment using knowledge from observation– new classroom and new school environment. Harvest Festival	Recognise people have different beliefs and celebrate special times in different ways– Bonfire Night, Diwali, Remembrance Day, Christmas. What do you celebrate and how? Sharing Christmas traditions.	Draw maps linked to traditional tales. Model new vocab. Luna New Year– China – recognise similarities and differences between life in this country and life in other countries. Photos, video clips, stories, artefacts. Try Chinese food.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Easter Real-life superheroes– visitors?	Draw information from simple maps– look at aerial view of school setting– notice key features. Familiarise children with the name of the road and village the school is located on. Where do they live? Learn about each others homes.	Creating maps for What the Ladybird heard.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me!	Let's celebrate!	Traditional Tales Luna New Year	Superheroes/ Spring/ Chicks	Growing!	Minibeasts

Understanding The World

ELG: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Continuous provision

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. Learn and practise new vocabulary, create small world environments, read and draw simple maps, look at books containing images from the past or different cultures/countries, explore the natural world around them, describe what they can see, hear and feel when outside, explore different scientific concepts. Frequent opportunities for outdoor play and exploration will be given. Encourage interactions with the outdoors to foster curiosity and the freedom to explore– touch, smell and hear the natural world around them during hands-on experiences. Opportunities will be given for the children to note and record the changing weather– daily calendar.

Living things and their habitats Animals including humans	Seasonal changes (Autumn)	Seasonal changes (Winter) Materials	Living things and their habitats (Chick life-cycle)	Living things and their habitats Plants	Living things and their habitats Minibeast hunts and observational drawings/ paintings. Summer walk around the school grounds. Learning how to care for living things. Life-cycle of a butterfly (butterfly kit). Magnets Explore magnets. Animals– going with children's interests e.g. pets/ farm animals. Naming baby animals, bring photos from home to discuss, drawing.
Learning about the 5 senses- Senses walk and focused activities. Learn how humans grow and change. Naming body parts. Encourage children to ask questions about aspects of their familiar world such as the place where they live or the natural world.	Seasonal Changes- Play and explore outside in all seasons and in different weather. Observe living things throughout the year Autumn walk– take photos (learn to use ipad/ camera), create drawings. Encourage children to talk about some of the things they have observed such as plants, animals, natural and found objects.	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Gingerbread Man making boats to cross the river. Seasonal Changes- Winter walk Exploring ice– freezing/ melting. Looking for dew, ice, icicles and frost in the playground	Seasonal changes (Spring) Spring walk. Observational drawings/ sketches of spring flowers. Observing life-cycle of chicks– observational drawings, writing. Show care and concern for living things in the environment Science week– exploring changes of matter– cornflour, jelly, etc. Floating and sinking.	Growing– potatoes, carrots, beans, etc. Learning about what a plant needs to grow. Taking care of plants in outdoor area. Non-fiction books about growing. Garden Centre role-play. Start to develop an understanding of growth, decay and changes over time.	

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Expressive Arts and Design

The development of children's artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Opportunities to return to and build on previous learning will be given so that children can refine their ideas and develop their ability to represent them. The children will create collaboratively– sharing ideas, resources and skills.

- ELG: Creating with Materials**
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
 - Share their creations, explaining the process they have used;
 - Make use of props and materials when role playing characters in narratives and stories.

Use a range of mark making implements– pencils, crayons, felt-tips, pens, paint dabbers, chalk, etc. Begin to mix colours freely– teach how to wash paint brush, etc. Build models using construction equipment. Junk modelling, take picture of children's creations and record them explaining what they did. Draw a self-portrait (black pen): draw definite features. Feelings: taking photos of children acting out emotions. Malleable materials – use rolling pins and cutters. Clay– make a simple hedgehog using tools. Use templates and stencils with pencils.	Use different media to make firework art. Christmas decorations, Christmas cards, Divas (clay and paint). The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Simple collages– cutting and sticking. Teach children different techniques for joining materials, e.g. how to use masking tape and different types of glue. Malleable materials – roll and shape by hand. Winter painting- Explore how colour can be changed.	Various small world scenarios (e.g. 3 Billy Goats Gruff), traditional tales puppets and masks to retell stories. Role-play home corner can be turned into a cottage to act out stories (e.g. Little Red Riding Hood). Collage 3 Little pigs Houses using different materials. Use construction equipment to create bridges. Malleable materials – imprint, use mark makers. Study Chinese artist images and knowledge of Chinese wood block prints Create image-drawing in sketch book, developing using mixed media, create mono print. Group Chinese New Year Collage.	Create a 3D model of a Pea Trap for Supertato . Evil Peas in jelly and Supertato characters made out of veggies to retell the stories. Design and making own cloak using an old t-shirt and materials to stick on. Mother's Day cards. Easter crafts– wax resist eggs. . Combine media to make a collage chick and spilt-pin egg. Patterns using printing.	Design a castle for beanstalk.Rubbings of leaves/plants. Andy Goldsworthy natural art. Transient art – natural loose parts. Jack and the Beanstalk tuff spot to retell the story. Creating a beanstalk using paper and tissue– cutting skills. Produce a piece of artwork using an artists style as a stimulus. Talk about a famous artist.	Make different textures; make patterns using different colours– symmetrical butterflies. Create minibeast art using paint and paper plates. Weaving a spider web using string/ wool and a hole-punch. Draw a self-portrait (black pen): draw definite features– look at improvement since September. Designing and making a simple boat– will it float? Consolidate and refine previously taught skills and techniques independently.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me!	Let's celebrate!	Traditional Tales Luna New Year	Superheroes/ Spring/ Chicks	Growing!	Minibeasts
Expressive Arts and Design	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 style="text-align: center;">ELG: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 					
	<p style="text-align: center;">Charanga Music – Me!</p> <p>Listening and responding to different styles of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising playing classroom instruments. Share and perform the learning that has taken place. Exploring sounds and how they can be changed, tapping out of simple rhythms. Build stories around toys (small world) use available props to support role-play.</p>	<p style="text-align: center;">Charanga Music – My stories</p> <p>Listening and responding to different styles of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising playing classroom instruments. Share and perform the learning that has taken place. Christmas Songs. Listen to music and make their own dances in response– perform solo or in groups. Support children to develop storylines in their pretend play.</p>	<p style="text-align: center;">Charanga Music – Everyone!</p> <p>Listening and responding to different styles of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising playing classroom instruments. Share and perform the learning that has taken place. Chinese music and dragon dancing. Musical instruments to create a sound track to the Three Billy Goats Gruff. Help children who find it difficult to join in pretend play– model joining in.</p>	<p style="text-align: center;">Charanga Music – Our World</p> <p>Listening and responding to different styles of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising playing classroom instruments. Share and perform the learning that has taken place. Provide enhancements for play to encourage imagination eg lengths of fabric can become capes, the roof of a den, a picnic rug or an invisibility cloak.</p>	<p style="text-align: center;">Charanga Music – Big Bear Funk</p> <p>Listening and appraising Funk music. Embedding foundations of the interrelated dimensions of music using voices and instruments. Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs. Playing instruments within the song. Improvisation using voices and instruments. Share and perform the learning that has taken place. Continue to support children to develop storylines in their pretend play– invent, adapt and recount narratives.</p>	<p style="text-align: center;">Charanga Music – Reflect, Rewind and Replay</p> <p>Listen and Appraise. Sing and revisit nursery rhymes and action songs. Play instruments within the song. Improvisation using voices and instruments. Share and perform the learning that has taken place. Invent, adapt and recount narratives and stories with peers and their teacher. Perform songs, rhymes, poems and stories with others.</p>