



# Early Years Foundation Stage

## Reception FS2 Class L

### Long Term Objectives

*NB: This curriculum document will provide an overview of the progressive curriculum objectives covered across the academic year in reception - more detailed half termly curriculum coverage can be found in our half term overviews that link back to long term objectives for FS2. NB Planning /Topics will be adapted in line with cohort specific needs and interests where necessary.*

*Further Curriculum subjects can be found here - [History/Geography Science Music Art and DT](#)*

# Class L - EYFS Reception Long Term Objectives



## Objectives Covered During Autumn Term 1 September -October

RELIGIOUS EDUCATION	PSED	PHYSICAL DEVELOPMENT	
<p><b>I AM SPECIAL</b> Pupils will know and understand their name. Pupils will know and understand God knows and loves me and God knows my name. Pupils will know and understand 'What is to welcome and be welcomed'. Pupils will know and understand Baptism: a welcome to God's family.</p> <p><b>HARVEST</b> Sharing with others. Harvest around the world. Pupils will gain an understanding of sharing food with those in need and offering to others. Pupils will learn of local farmers and their roles.</p>	<p><b>Self - Regulation</b> Introduce class rules for appropriate indoor and outdoor behavior. Look at carpet time rules for good sitting, good looking, good listening. Introduce class colour rocket. Introduce our behavior expectations and gold star challenges. Begin to work in key groups with key worker or observe relationships to form Key groups later in term. Begin to join in with focused group activities. session-interventions. Introduce jigsaws and simple card/ board games into the environment. Observe children in areas of interest. Make links with Year 6 buddies.</p>	<p><b>Gross Motor</b> Weekly PE session in the hall or outdoor area to teach fundamental skills. See Lancashire Planning document. Busy classroom environment with free flow to the outdoor space. Outdoor areas provide different surfaces. Adults model and support the use of the areas and equipment. Use balance bikes and large bikes, and scooters outdoors. Use prams, wheelbarrows, crates etc. Use balancing planks and crates. Fill and carry buckets from the water tap. Sweep the outdoor area using brushes. Use large construction equipment indoors and outdoors. Music and movement sessions to support and enhance learning.</p>	<p><b>Fine Motor</b> Hold a pencil with a tripod grasp. Make marks on paper to follow or extend the pattern. Daily dough disco sessions and use of clay within provision. Large outdoor water painting. Pencil / wand ribbons. Threading activities Creative area with scissors. Paints available with a range of brushes. Water play pouring, tipping activities. Sand area for digging and filling. Dress up area and clothes for the dolls linked to topics or interests. Weeding and watering in our planting area - linked to seasonal changes. A range of small world equipment. A range of construction kits. Draw a picture of themselves. Focus on the drawing of a figure with a head, body, arms and legs. Continuous mark making activities linked to half termly topic themes - see half termly plans.</p>
COMMUNICATION AND LANGUAGE			
<p><b>Listening, Attention and Understanding</b> Engage in one-to-one discussion with an adult offering their own ideas, using recently introduced vocabulary. Engage in one-to-one discussion with an adult offering explanation for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Select one nursery rhyme from 'My little book of nursery rhymes' to listen to and recite. Express their ideas and feelings about their experiences using full sentences.</p>	<p><b>Managing Self</b> Introduce and make observations of the three playing and exploring characters. Introduce carpet rules for good sitting and listening. Introduce class rules for indoor and outdoor behavior. Children will be supported to use the toilets, followed by good hand washing. Children will be supported with tasks like blowing their nose and tidying the classroom after play sessions. Children will be supported to take off and put on their own coats, hats and gloves. Children will be supported to take off and put on their shoes and socks following sand play. Children will be supported to put on and take off layers and Wellington boots for outdoor activities. Children will be supported to put on, take off and put away aprons. Children will be supported to taste different fruits and vegetables at snack time and set up and clear away with support. Children will engage in snack preparation with an adult.</p>	<p><b>Building Relationships</b> Allow the children to settle into the environment before placing them into key groups. Let relationship bonds lead this. Build relationships with parents through meet the teacher/team meeting and daily contact during drop off and pick up times. Provision time with adults getting to know the children and encouraging them to interact with other children. Begin to take part in worship sessions that focus on building friendships through following Jesus' messages. Share photos and news about me and my family. Children meet year 6 buddies and form new relationships with peer support. Children wear hi visibility jackets for the whole school playtime. Staff available to guide the children during their provision play, supported to share and take turns. Begin to use the gold star and sticker rewards.</p>	
<p><b>Speaking</b> Speech intervention sessions for children behind on tracking after baseline summary. Encourage children to listen attentively and respond to what they hear with relevant actions, when being read to and during small group interactions. Children will participate in a range of adult-led activities based on stories and learning around a theme. Children will be offered the opportunity to chat with their peers in a friendly environment. Adults are available to support children during provision time. Children will share 'Me in a nutshell bags' or similar input from home and have the opportunity to answer simple questions about their personal bags from home.</p>			
LITERACY	MATHEMATICS		
<p><b>Comprehension</b> Story focused learning including traditional tales, topic or themed stories and Nonfiction books. See topic overviews each half term for book titles and extended vocabulary. Children will talk about the pictures in the books on offer in our class library. <a href="#">Click here for book list</a> Develop and re-visit the stories through small world and role play. Engage in poems, songs and dance activities connected with the story/ theme. The whole class freeze play and hot seating activities. Use IT to enhance understanding and engagement with key stories. Encourage the children to talk about the story using newly introduced vocabulary. Add some key vocabulary to our working displays.</p>	<p>Use Lancashire planning document that corresponds with the learning and progression steps (LAPS) for EYFS. Number blocks and Numberland used within the following areas of learning.</p> <ul style="list-style-type: none"> <li>• Rote counting</li> <li>• Counting objects</li> <li>• Shape</li> <li>• Number sense</li> <li>• Number recognition</li> <li>• Number graphics</li> <li>• Calculating</li> </ul>		
<p><b>Reading</b> Twinkl Phonics Planning for level 2 phonics - <a href="#">Click here for further phonics breakdown.</a> <a href="#">Phonics breakdown of sounds.</a> <b>s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f</b> Join in with blending activities in a focused group.</p>	<p><b>Writing</b> Hold a pencil with a tripod grasp. Make marks on paper to follow or extend the pattern. Join in with oral segmenting activities in a focused group. Draw and label pictures- explore sensory mark making if not yet holding pencils for writing.</p>		
EAD	UNDERSTANDING THE WORLD		

**Creating with Materials**

Access to the creative area with a range of resources for children to explore their own creative interests and ideas. Encourage the children to hold scissors and tools correctly when cutting and joining. Develop the skills of drawing round a template. Develop skills using scissors to cut paper. Drawing a picture of a figure. Painting self - portraits. Look at the work of Van Gogh and encourage the children to explore and reproduce some self- portraits using mirrors and talk about facial features. Links to Access Art models see half termly art plans. Introduce the creative area. Adults to ...

- Model its use
- Encourage the children to talk about their work. Encourage the children to think of their own ideas. Focus stories will be linked to topic of choice - please see half termly overviews for more detailed planning and outline of topic areas. Art Nursery Nighttime Collage - See Access Art for unit overview and end outcomes Nursery Nighttime Collage <https://www.accessart.org.uk/nurserynight-time-collage/>

**Being imaginative and Expressive**

Small world area equipped with a range of resources to provoke independent child-initiated play and opportunities to retell class stories. Join in and sing counting rhymes and songs: My Little book of nursery rhymes focuses 'Incy Wincey Spider' Rotated Music sessions with Mr. Gallagher. Songs about ourselves, our bodies etc. Actions songs and ring games. Music area to explore music using keyboard, guitar and percussion instruments.

Starting school -Learning our new Classroom songs and singing routines/instructions Counting rhymes - 1,2,3,4,5- Once I caught a fish alive 5 little speckled frogs 5 little ducks Specialist Teacher Mr. Gallagher Focus Harvest church - performance poetry or harvest song performed in church

Practice singing 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. End Outcomes: I can sing 1,2,3,4,5 once I caught a fish alive and 5 little ducks

**Past and Present**

History What's my Surname?  
 A family trees Talk about the lives of the people around them and their roles in society  
 Vocabulary: family, parents, cousins, brother, sister, mum, dad, stepfamily, generation, old, young. Literacy book link: My two grannies End Outcomes: I know my surname. I can name members of my family.

**People, Communities and Culture**

Rotation History/ Geography

**The Natural World**

Our Bodies I wonder what my body needs to stay healthy? Understanding the importance of healthy food choices. End outcomes: I can name some healthy and unhealthy foods. I know that exercise is important and good for my body. I can talk about my senses.

# Class L - EYFS Reception Long Term Objectives



## Objectives Covered During Autumn Term 2 November - December

RELIGIOUS EDUCATION		PSED		PHYSICAL DEVELOPMENT			
<b>SPECIAL PEOPLE</b> Learn about our families and who is special to us. Learn about special figures from the bible.		<b>Self - Regulations</b> Talk about their feelings through various stories and characters in stories. Introduce class rules for appropriate indoor and outdoor behavior. Look at carpet time rules for good sitting and listening and good looking. Introduce our behavior rocket and gold star incentives. Begin to work in key groups with key worker. Begin to join in with focused group activities. Begin to join in with intervention sessions as and when identified. Introduce jigsaws and simple card/ board games into the environment Begin to introduce challenges within the provision, adults to provide support, guidance and encouragement to participate.		<b>Gross Motor</b> Weekly PE session in the hall or outdoor area to teach fundamental skills. Busy classroom environment with free flow to the outdoor space. Outdoor area providing different surfaces. Adults to model and support the use of the areas and equipment to ... Use balance bikes and large bikes outdoors. Use prams, wheelbarrows and space hoppers. Use balancing planks and crates. Fill and carry buckets from the water tap. Sweep the outdoor area using brushes. Use large construction equipment indoors and outdoors. Music and movement sessions to support land enhance learning.		<b>Fine Motor</b> Make marks on paper to represent the letters in names and simple cvc words. Use Twinkl Phonics letter formation and patter. Daily dough disco sessions and use of clay within provision. Funky fingers activities. Large outdoor water painting. Pencil / wand ribbons. Threading activities Creative area with scissors. Paints available with a range of brushes. Waterplay pouring, tipping activities. Sand area for digging and filling. Dress up area and clothes for the dolls. A range of small world equipment. A range of construction kits. Follow a process to draw pictures of animals, people and trees/nature observations.	
<b>CHRISTMAS</b> Pupils will know and understand What a birthday is; waiting for a birthday Pupils will know and understand Advent: looking forward to Christmas, the birthday of Jesus. Children take part in nativity play and gain an understanding of Christmas for Christians around the world. Children will design a Christmas wreath to share at home during advent. Invite nursery and whole school to watch performance.		<b>Managing Self</b> Introduce and make observations of the three playing and exploring characters. Children will be supported to use the toilets, followed by good hand washing. Children will be supported with tasks like blowing their nose and tidying the classroom after play sessions. Children will be supported to take off and put on their own coats, hats and gloves. Children will be supported to take off and put on their shoes and socks following sand play. Children will be supported to put on and take off wet suits and Wellington boots for outdoor activities. Children will be supported to put on, take off and put away aprons. Children will be supported to taste different fruits and vegetables at snack time and set up and clear away after themselves. Children will engage in making a healthy soup and snacks.		<b>Building Relationships</b> Staff available to guide the children during their provision play, supported to share and take turns. Begin to use the behavior rocket to reward and sanction. Allow the children to settle into the environment before placing them into key groups. Let relationship bonds lead this. Build relationships with parents through home visits and daily contact during drop off and pick up times. Provision time with adults getting to know the children and encouraging them to interact with other children. Begin to take part in worship sessions that focus on building friendships through following Jesus' messages and advent build up to Christmas. Take part in worship with Rev Susan and Praise Prayer and Presentation assemblies.			
COMMUNICATION AND LANGUAGE		LITERACY		MATHEMATICS			
<b>Listening, Attention and Understanding</b> Language story time group for those identified on tracker. Encourage children to listen attentively and respond to what they hear with relevant actions, when being read to and during small group interactions. Children will participate in a range of adult-led activities based on stories and learning around a theme. They will be encouraged to engage in these activities and offer their own ideas. Children will be offered the opportunity to chat with their peers in a friendly environment. Adults are available to support children during provision time.		<b>Comprehension</b> Story focused learning including traditional tales, topic or themed stories and Nonfiction books. Develop and re-visit the story through small world and role play. Engage in poems, songs and dance activities connected with the story/ theme. Whole class freeze play and hot seating activities. Use IT to enhance understanding and engagement with key stories. Encourage the children to talk about the story using newly introduced vocabulary. Add some key vocabulary to our working displays. Add key vocabulary to enhance provision play areas. Use class challenges to encourage children to participate in story lead learning.		Use Lancashire planning document that corresponds with the learning and progression steps (LAPS) for EYFS. Number blocks and Number-land used within the following areas of learning. <ul style="list-style-type: none"> <li>Rote counting</li> <li>Counting objects</li> <li>Shape</li> <li>Number sense</li> <li>Number recognition</li> <li>Number graphics</li> </ul>			
<b>Speaking</b> Engage in one-to-one discussion with an adult offering their own ideas, using recently introduced vocabulary. Engage in one-to-one discussion with an adult offering explanation for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. <a href="#">Click here for book list</a> Express their ideas and feelings about their experiences using full sentences.		<b>Reading</b> Recognize and name all level two letter sounds- follow Twinkl phonics programme. <a href="#">Phonics breakdown of sounds</a> - click link to comprehensive breakdown. s, a, t, p, i, n, m, d, g, o, c, k. e, u, r, ck, h, b, f, ff, l, ll, ss Begin to blend sounds orally to guess a word. Recognize and read the five level two tricky words. <b>I, no, go, to, the</b>		<b>Writing</b> Make marks on paper to represent the letters of their name. Begin to segment a word orally to hear the sounds. Introduce guided writing activities to show progression in mark making.			
EAD		UNDERSTANDING THE WORLD					
<b>Creating with Materials</b> Access to the creative area with a range of resources for children to explore their own creative interests and ideas. Encourage the children to hold scissors and tools correctly when cutting and joining. Investigate mixing of colors to make new ones. Link to Access Art units - see planning. Explore painting on different surfaces. Paint firework pictures on black paper. Make links to annual Halsall firework celebration. Make collage pictures. Make Christmas wreaths. Investigate mixing black and white to colors to make them darker or lighter. Take part in Church Christmas display - theme set by parish annually.		<b>Being imaginative and Expressive</b> Small world area equipped with a range of resources to provoke independent child-initiated play and opportunities to retell class stories. My Little book of nursery rhymes focus 'Twinkle Twinkle' Rotated Music sessions with Mr. Gallagher Use instruments to make firework sounds Bonfire poem talk about our yearly Halsall Fireworks event. Christmas play and songs nativity practice.		<b>Past and Present</b> Rotation History/ Geography			
		<b>People, Communities and culture</b> Geography What grows in our country? Harvest link comparisons What grows in other countries? *Visitor link - Parent farmer Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some		<b>The Natural World</b> Seasonal Change Autumn Trees I wonder why some trees change with the seasons? Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. End outcomes: I can			

## Class L - EYFS Reception Long Term Objectives Covered During Spring 1 January - February



RELIGIOUS EDUCATION	PSED	PHYSICAL DEVELOPMENT	
<p><b>STORIES JESUS HEARD</b> - listen to stories from Old Testament Create a class library of our favorite stories. Children share their bibles from home Listen to Bible stories read by year 6 buddies and reading ambassadors.</p> <p><b>STORIES JESUS TOLD</b>- Listen to stories from New Testament children use the BIG FRIEZE in hall to locate familiar stories from the bible. Children draw pictures and write captions or labels about Bible stories.</p>	<p><b>Self - Regulation</b> Talk about behavior boundaries through discussions about Goldilocks' behavior. Remind children of our rules for appropriate indoor and outdoor behavior. Use visual cues to support children when sitting and listening during carpet time. Use the dojo and sticker system to reward and sanction. Work in key groups with key workers. Join in with focused group activities. Join in with language sessions add phonics interventions for those identified. Be supported to use jigsaws and simple card/ board games in the environment Join in with challenges within the provision, adults to continue to provide support and guidance where needed and encouragement</p>	<p><b>Gross Motor</b> Weekly PE session in the hall or outdoor area to teach fundamental skills. Busy classroom environment with free flow to the outdoor space. Outdoor areas provide different surfaces. Adults to support when needed the use of the areas and equipment: Use of balance bikes and large bikes outdoors. Use of prams and space hoppers and balance snake. Use of balancing planks and crates. Fill and carry buckets from the water tap. Sweep the outdoor area using brushes. Use large construction equipment indoors and outdoors. Music and movement sessions to support land enhance learning.</p>	<p><b>Fine Motor</b> Practice Twinkl Phonics letter formation patter: letter shapes in jotters and shapes on paper. Starting and finishing in the correct place. Daily dough disco sessions and use of clay within provision. Funky fingers activities. Large outdoor water painting. Pencil / wand ribbons. Threading activities Creative area with scissors. Paints available with a range of brushes. Waterplay pouring, tipping activities. Sand area for digging and filling. Dress up area and clothes for the dolls. Weeding and watering in our planting area. A range of small world equipment. A range of construction kits. Observational drawings linked to topic theme.</p>
COMMUNICATION AND LANGUAGE			
<p><b>Listening, Attention and Understanding</b> SALT sessions for those identified Encourage children to listen attentively and respond to what they hear with relevant comments, when being read to and during small group interactions. Children will be encouraged to make comments about their learning to clarify their understanding. Children will be encouraged to chat with their peers in a friendly environment. Adults are available to support children during provision time.</p>	<p><b>Managing Self</b> Introduce and make observations of the three active characteristics of learning. Introduce rules for keeping safe on any outings, walks or trips outing. Discuss feelings and behavior area ... is this acceptable behavior? provide regulation station to support well-being. Read daily from Selected well-being books to encourage understanding of feelings and behavior choices. Children will be encouraged to independently use the toilets and wash their hands. Children will be encouraged to independently blow their noses and tidy the classroom after play sessions. Children will be encouraged to independently take off and put on their own coats. Children will be encouraged to independently take off and put on their shoes and socks following sand play. Children will be encouraged to independently put on and take off wet suits and Wellington boots for outdoor activities. Children will be encouraged to independently put on, take off and put away aprons. Children will be encouraged to taste different fruits and vegetables at snack time and set up and clear away after themselves. Introduce snack monitors and number link</p>	<p><b>Building Relationships</b> Staff available to guide the children during their provision play, supported to share and take turns when needed. Use the rocket, gold stars and sticker system to reward and sanction. Take part in worship sessions that focus on building friendships through following Jesus' messages. Take part in whole school assemblies to learn about God's message through parables and Bible messages. Incorporate Kindness Bear in our work and play - link to Care Bears lessons and wellbeing support. Explore feelings area and regular station with friends.</p>	
Speaking			
<p>Engage in focused group activities offering their own ideas, using recently introduced vocabulary. Engage in focused group activities offering 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 past, present and future tenses.</p>			
LITERACY	MATHEMATICS		
<p><b>Comprehension</b> Story focused learning including traditional tales, topic or themed stories and Nonfiction books. Develop and re-visit the story through small world and role play. Engage in poems, songs and dance activities connected with the story/ theme. Whole class freeze play and hot seating activities. Use IT to enhance understanding and engagement with key stories. Encourage the children to talk about the story using newly introduced vocabulary. Add some key vocabulary to our writing areas. Add key vocabulary to enhance provision play areas. Use class challenges to encourage children to participate in story lead learning. Send home QR codes for picture book enjoyment. See reception and class library planning for book document for book list. <a href="#">Click here for book list</a></p>	<p>Use Lancashire planning document that corresponds with the learning and progression steps (LAPS) for EYFS.</p> <ul style="list-style-type: none"> <li>• Counting and comparing.</li> <li>• Partitioning and understanding part-whole Understanding teen numbers.</li> <li>• Distance (length, height, width)</li> <li>• Mass/weight and capacity/volume</li> <li>• Shape and sorting</li> <li>• Addition Subtraction Halving and doubling</li> <li>• Number sense</li> </ul>		
<p><b>Reading</b> Recognize and name half of the level 3 three letter sounds follow Twinkl phonics Programme. . j, v, w, x, z, zz, y, qu, sh, ch, th, ng, ai, ee, igh, oa, oo, oo, ur, ar, ow, oi Confidently blend sounds orally to guess and word. <a href="#">Phonics breakdown of sounds</a>. Begin to read cvc words with the sounds they know. Assess those ready to write captions or sentences.</p>	<p><b>Writing</b> Form letter shapes on paper using Twinkl phonics letter formation patter. Starting and finishing in the correct place. Confidently segment a word into sounds. Begin to write cvc words with the sounds they know move those ready onto captions and sentences. Continue with guided writing opportunities to show</p>		
EAD	UNDERSTANDING THE WORLD		

**Creating with Materials**

Access to the creative area with a range of resources for children to explore their own creative interests and ideas.  
Encourage the children to experiment with cutting, paper carefully and joining activities. Print with a range of soft and hard materials. Use roller to print from found objects.  
... Support when needed. Question their thoughts and ideas. Encourage the children to think of their own ideas  
Focus stories for role play and enjoyment will be linked to topic of choice - please see half termly overviews for more detailed planning and outline of topic areas.  
Artwork and mixed media creations to link to topics and in the moment children's interests. Share work in Awesome Artists provision area. See Access Art planning and coverage.  
Focus stories for role play and enjoyment will be linked to topic of choice - please see half termly overviews for more detailed planning and outline of topic areas.  
Artwork and mixed media creations to link to topics.  
  
Art Hands, Feet and Flowers- See Access Art for unit overview and end outcomes Hands, Feet and Flowers <https://www.accessart.org.uk/handsfeet-and-flowers/>

**Being imaginative and Expressive**

What's your favorite nursery rhyme? Incy Wincy Humpty Dumpty Grand Old Duke of York Carnival -  
  
Mothering Sunday song and service Specialist Teacher Mr. Gallagher  
Focus  
  
Sing a range of well-known nursery rhymes and songs. End Outcomes: I can sing Incy Wincy Spider

**Past and Present**

History What was school like long ago? Our school then and now. Looking at photographs from then and now. Talk about the lives of the people around them and their roles in society.  
Vocabulary: camera, photograph, black and white, old, new, modern, building, bricks, builder Literacy Book link: If I built a school End Outcomes: I Know that classrooms and schools looked different long ago. I know that iPad and tablets were not used in schools long ago because they did not exist.

**People, Communities and**

Culture  
  
Rotation History/ Geography

**The Natural World**

Changing states of matter Does it melt? I wonder what happens if I heat something up? Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. End outcomes: I can help to prepare a snack and notice how materials can change by heating and cooling, including cooking.

# Class L - EYFS Reception Long Term Objectives



## Objectives Covered During Spring 2 March- May

RELIGIOUS EDUCATION	PSED	PHYSICAL DEVELOPMENT
<p><b>Friends</b> Pupils will know and understand we can make friends. Pupils will know and understand that Jesus had good friends. What Jesus tells us about Friendship. Children will learn about the 12 disciples and the meaning of being a good friend.</p> <p><b>EASTER</b> Pupils will know and understand that spring is a time when things begin to grow. Pupils will know and understand Lent - a time to grow in love to be more like Jesus and to look forward to Easter.</p>	<p><b>Self - Regulation</b> Talk about appropriate behaviour and Christian values of Respect. Remind children of our rules for appropriate indoor and outdoor behavior. Use visual cues to support children when sitting and listening during carpet time. Use the colour rocket and gold star reward and sanction. Work in key groups with key workers. Join in with focused group activities. Join in with language sessions. Be supported to use jigsaws and simple card/ board games in the environment Join in with challenges within the provision, adults to continue to provide support and guidance where needed and encouragement</p> <p><b>Managing Self</b> Our school rules - focus on transitions times and behavior outside of classroom and when accessing other areas of school. Children will be encouraged to independently use the toilets and wash their hands. Children will be encouraged to independently blow their noses and tidy the classroom after play sessions. Children will be encouraged to independently take off and put on their own coats. Children will be encouraged to independently take off and put on their shoes and socks following sand play. Children will be encouraged to independently put on and take off wet suits and wellington boots for outdoor activities. Children will be encouraged to independently put on, take off and put away aprons. Children will be encouraged to taste different fruits and vegetables at snack time and set up and clear away after themselves. Snack monitors.</p>	<p><b>Gross Motor</b> Weekly PE session in the hall or outdoor area to teach fundamental skills. Busy classroom environment with free flow to the outdoor space. Outdoor areas provide different surfaces. Adults to support when needed the use of the areas and equipment to... Use of balance bikes and large bikes outdoors. Use of prams and space hoppers and balance snake. Use of balancing planks and crates. Fill and carry buckets from the water tap. Sweep the outdoor area using brushes. Use large construction equipment indoors and outdoors. Music and movement sessions to support land enhance learning.</p> <p><b>Fine Motor</b> Follow letter formation pattern in jotters and in provision. Starting and finishing in the correct place. Daily dough disco sessions and use of clay within provision. Funky fingers activities. Large outdoor water painting. Pencil / wand ribbons Woodwork area Threading activities Creative area with scissors. Paints available with a range of brushes. Waterplay pouring, tipping activities. Sand area for digging and filling. Dress up area and clothes for the dolls. Weeding and watering in our planting area. A range of small world equipment. A range of construction kits. Drawing superheroes in a comic book style.</p>
<b>COMMUNICATION AND LANGUAGE</b>	<b>Building Relationships</b>	
<p><b>Listening, Attention and Understanding</b> SALT sessions for those identified. Encourage children to listen attentively and respond to what they hear with relevant comments, when being read to and during whole class discussions and small group interactions. Children will be encouraged to make comments about their learning to clarify their understanding. Children will be encouraged to chat with their peers in a friendly environment. Adults available to support children during provision time.</p> <p><b>Speaking</b> Engage in focused group activities offering their own ideas, using recently introduced vocabulary. Engage in focused group activities offering 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 past, present and future tenses.</p>	<p>Staff available to guide the children during their provision play, supported to share and take turns when needed. Use the rocket and gold star system to reward and sanction. Key group time in a morning Take part in worship sessions that focus on building friendships through following Praise, Prayer and Presentation assemblies. Listen to stories read by reading ambassadors.</p>	
<b>LITERACY</b>	<b>MATHEMATICS</b>	
<p><b>Comprehension</b> Story focused on learning including traditional tales, topic or themed stories and Nonfiction books. Develop and re-visit the story through small world and role play. Engage in poems, songs and dance activities connected with the story/ theme. Whole class freeze play and hot seating activities. Use IT to enhance understanding and engagement with key stories. Encourage the children to talk about the story using newly introduced vocabulary. Add some key vocabulary to our writing areas and displays. Add key vocabulary to enhance provision play areas. Use class challenges to encourage children to participate in story lead learning. Send home QR codes for various picture book enjoyment. See reception and class library planning for book document for book list.</p>	<p>Use Lancashire planning document that correspond with the learning and progression steps (LAPS) for EYFS.</p> <ul style="list-style-type: none"> <li>• Counting and comparing.</li> <li>• Partitioning and understanding part-whole Understanding teen numbers.</li> <li>• Distance (length, height, width) Mass/weight and capacity/volume</li> <li>• Shape and sorting</li> <li>• Addition Subtraction</li> <li>• Halving and doubling</li> <li>• Number sense</li> </ul>	
<p><b>Reading</b> Recognise and name all of the level three letter digraphs and trigraphs j, v, w, x, y, z, zz, qu, sh, ch, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er Independently read CVC words using the sounds they know Recognize and read level three tricky words. he, she, we, me, be, my, was, you, they, are, her, all <a href="#">Phonics breakdown of sounds</a>.</p>	<p><b>Writing</b> Begin to form more recognizable letters using Twinkl letter formation patten. Starting and finishing in the correct place. Independently write captions and sentences - using sound chart aids and prompts.</p>	

**EAD****UNDERSTANDING THE WORLD****Creating with Materials**

Access to the creative area with a range of resources for children to explore their own creative interests and ideas.

Encourage the children to experiment with cutting, paper carefully and joining activities.

Create by weaving materials i.e. grass through twigs. Fold, crumple, tear and overlap papers using fluorescent colours. See Access Art Units for further skills.

Independently use the creative area.

Adults to ... Support when needed. Question their thoughts and ideas. Encourage the children to think of their own ideas

Focus stories for role play and enjoyment will be linked to topic of choice - please see half termly overviews for more detailed planning and outline of topic areas.

Artwork and mixed media creations to link to topics.

DT Make a fruit kebab - Safely use and explore a variety of materials, tools and techniques, - Share their creations, explaining the process they have used. End Outcomes: I can prepare a simple healthy snack for myself and others and talk about how I am doing it.

**Being imaginative and Expressive**

Small world area equipped with a range of resources to provoke independent child-initiated play and opportunities to retell class stories. Introduce Tales toolkit problem and solution symbols Join in with rhymes and songs. Take part in hymns and singing weekly. See half termly planning for

Music and Movement - WLSP Dance and music sessions with West Lancs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. • Sing a range of well-known nursery rhymes and songs. End Outcomes: I can follow a dance routine to music

**Past and Present**

Rotation History/ Geography

**People, Communities and****culture**

What can you find in Halsall?

Exploring our school grounds

Forest school Bishops Walk.

\*Visitor link - School gardener,

Forest school Leader Describe

their immediate environment using

knowledge from observation,

discussion, stories, non-fiction

texts and maps. Vocabulary:

forest, woods, trees, plants,

flowers, gardener, village, local

area, map, bus stop, post box,

farm, map Literacy Book link:

Martha maps it out End Outcomes:

I know where Bishops Walk Forest

is. I know where Halsall St

Cuthbert's church is. I know what

a map is.

**The Natural World**

Plants, growing, new life I wonder what a plant needs to grow? Explore the natural world around them, making observations and drawing pictures of animals and plants. PSTT Story provision map Christopher Nibble - Christopher Middleton End outcomes: I can recognise some of things plants need to grow, and I can one or 2 parts of a plant e.g. stem, leaf.



**Objectives Covered During Summer 1 April - May**



<b>RELIGIOUS EDUCATION</b>	<b>PSED</b>		<b>PHYSICAL DEVELOPMENT</b>	
<p><b>SPECIAL PLACES</b> Learn about places of worship from around the world. Talk about church and why people worship in church. Walk to our church and explore the grounds. Learn about the role of our reverend in church and school.</p> <p><b>PRAYER</b> Children listen to prayers from the Lions' book of prayer. Create our own prayer book and practice gratitude.</p>	<p><b>Self - Regulation</b> Remind children of our rules for appropriate indoor and outdoor behavior when needed. Use visual cues to support children when sitting and listening during carpet time. Use them to reward and sanction. Work in key groups with key workers. Join in with focused group activities. Join in with rocket rewards and gold star praise system. Independently use jigsaws and simple card/ board games in the environment. Join in with challenges within the provision, adults to allow the children to complete these independently.</p>		<p><b>Gross Motor</b> Weekly PE session in the hall or outdoor area to teach fundamental skills. Busy classroom environment with free flow to the outdoor space. Outdoor areas provide different surfaces. Adults to encourage independence when using the areas and equipment to... Use of balance bikes and large bikes outdoors. Use of prams, space hoppers and balance snake. Use of balancing planks and crates. Fill and carry buckets from the water tap. Sweep the outdoor area using brushes. Use large construction equipment indoors and outdoors. Music and movement sessions to support land enhance learning.</p>	<p><b>Fine Motor</b> _Begin to form zigzag monster letter shapes on paper. Starting and finishing in the correct place. Daily dough disco sessions and use of clay within provision. Funky fingers activities. Large outdoor water painting. Pencil / wand ribbons Woodwork area Threading activities Creative area with scissors. Paints available with a range of brushes. Waterplay pouring, tipping activities. Sand area for digging and filling. Dress up area and clothes for the dolls. Weeding and watering in our planting area. A range of small world equipment. A range of construction kits. Drawing minibeasts to include body, head, legs and wings.</p>
<p><b>COMMUNICATION AND LANGUAGE</b></p> <p><b>Listening, Attention and Understanding</b> Dojo and sticker system sessions Encourage children to listen attentively and respond to what they hear with relevant questions, when being read to and during whole class discussions and small group interactions. Children will be encouraging to ask questions about their learning to clarify their understanding. Children will hold conversations with their peers happily in the environment. Adults available to support children when needed during provision time.</p> <p><b>Speaking</b> Engage in whole class activities offering their own ideas, using recently introduced vocabulary. Engage in whole class activities offering 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 conjunctions, with modelling and support from their teacher.</p>	<p><b>Managing Self</b> Children will independently use the toilets and wash their hands. Children will independently blow their noses and tidy the classroom after play sessions. Children will independently take off and put on their own coats. Children will independently take off and put on their shoes and socks following sand play. Children will independently put on and take off wet suits and wellington boots for outdoor activities. Children will independently put on, take off and put away aprons. Children will be encouraged to taste different fruits and vegetables at snack time and independently set up and clear away after themselves. Children will grow their own fruits and vegetables and discuss healthy and unhealthy food choices. Children will taste their home-grown products by visiting school allotments.</p>	<p><b>Building Relationships</b> Staff to stand back and allow the children to independently share and take turns during their provision play, Intervene only when necessary. Take part in worship sessions that focus on building friendships through following Jesus' messages Take part in whole school assemblies to learn about God's messages. Learn about Jesus' friends and discuss why friends are special.</p>		
<b>LITERACY</b>		<b>MATHEMATICS</b>		

<p><b>Comprehension</b> Story focused learning including traditional tales, topic or themed stories and Nonfiction books. Develop and re-visit the story through small world and role play. Engage in poems, songs and dance activities connected with the story/ theme. Whole class freeze play and hot seating activities. Use IT to enhance understanding and engagement with key stories. Encourage the children to talk about the story using newly introduced vocabulary. Add some key vocabulary to our bottle display. Add key vocabulary to enhance provision play areas. Use class challenges to encourage children to participate in story lead learning. Send home QR codes for various picture book enjoyment.</p>	
<p><b>Reading</b> Recognise and name all of the level three letter digraphs and trigraphs j,v,w,x,y,z,zz,qu,sh,ch,th,ng, ai, ee,igh,oa,oo,ar, or, ur,ow, oi, ear,air,ure,er - Read Level 4 Rhino Readers linked to Twinkl Phonics Scheme. Read level 4 tricky words see Twinkl Phonics Planning. Begin to use these sounds when writing. Begin to read simple sentences using the sounds they know. Begin to recognize these tricky words in reading books. Begin to use these tricky words in their writing he, she, we, me, be, my, was, you, they, are, her, all</p> <p><a href="#">Phonics breakdown of sounds.</a></p>	<p><b>Writing</b> Form more recognizable letters using Twinkl letter formation patter. Starting and finishing in the correct place. Independently write captions and sentences - using sound chart aids and prompts. Begin to write simple sentences using the sounds they know.- Access a variety of writing opportunities in areas around the room - labels, letters, tags, story maps, envelopes, cards, lists - See Half termly overviews for specific writing topics.</p>

<p><b>Use Lancashire planning document that corresponds with the learning and progression steps (LAPS) for EYFS.</b></p> <ul style="list-style-type: none"> <li>Counting, comparing and ordering</li> <li>Understanding part - whole addition and subtraction</li> <li>Fractions Distance (length, height, width)</li> <li>Weight Capacity/volume and money</li> <li>Shape and sorting</li> <li>Time Space Money and sorting</li> <li>Number sense</li> <li>Addition and subtraction</li> </ul>
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<b>EAD</b>	<b>UNDERSTANDING THE WORLD</b>		
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<p><b>Creating with Materials</b></p> <p>Access to the creative area with a range of resources for children to explore their own creative interests and ideas. Encourage the children to experiment with cutting, paper, card and joining activities. Use a variety of colours to paint a butterfly. Paint a large minibeast, using colour-mixing techniques. Look at natural patterns on tree bark, spider's web etc. Make observational drawings and mixed media creations linked to current topic. Independently use the creative area. Adults to ... Encourage independence Question their ideas and next steps. Question processes to achieve results and how to improve their work.</p> <p>DT Textiles Design a story prop e.g. Aladdin's magic carpet, Three Little Pigs picnic blanket, Superhero cape, Royal cushion etc. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Make use of props and materials when role playing characters in narratives and stories. End Outcomes: I can design and make a prop when recounting a story</p> <p>Focus stories for role play and enjoyment will be linked to topic of choice - please see half termly overviews for more detailed planning and outline of topic areas. Artwork and mixed media creations to link to topics.</p>
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<p><b>Being imaginative and Expressive</b></p> <p>Small world area equipped with a range of resources to provoke independent child-initiated play and opportunities to retell class stories. Use Tales toolkit to create their own stories. Join in with rhymes and songs and carnival practices.</p> <p>Rhymes - The wheels on the bus French Version - Les Roués autobus Specialist Teacher Mr. Gallagher Focus Strawberry teas - Singing performance in school hall -</p> <p>MFL singing link • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p>End Outcomes: I can sing a simple tune in French</p>
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<p><b>Past and Present</b></p> <p>How did they travel long ago? Where did people go on holiday long ago? Transport then and now Holidays past and present. *Various non-fiction texts and video clips. 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 Vocabulary: wooden, metal, horse and cart, wheels, engine, sea, land, air, vehicle, mode of transport, travel Literacy book link: The train ride End Outcomes: I know that modes of transports have cha</p>
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<p><b>People, Communities and Culture</b></p> <p>Rotation History/ Geography</p>
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<p><b>The Natural World</b></p> <p>Seasonal Change Summer days I wonder how I can stay safe in the summer? Understand some important processes and changes in the natural world around them, including the seasons End outcomes: I know how to keep safe during hot and sunny weather</p>
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**Objectives Covered During Summer 2 May- July**



RELIGIOUS EDUCATION	PSED		PHYSICAL DEVELOPMENT	
<p><b>SPECIAL TIMES</b> Pupils will know and understand what a celebration is. Pupils will know and understand how the parish family celebrate. Pupils will acquire the skills of assimilation, celebration and application of the above. Pupils will know and understand how and why people gather together. Pupils will know and understand the joy of gathering to celebrate at Mass. Pupils will acquire the skills of assimilation, celebration and application of the above.</p>	<p><b>Self - Regulation</b> Remind children of our rules for appropriate indoor and outdoor behavior when needed. Use visual cues to support children when sitting and listening during carpet time. Use the behavior rocket to reward and sanction. Work in key groups with key workers. Join in with focused group activities. Join in with rocket and sticker system sessions. Independently use jigsaws and simple card/ board games in the environment Join in with challenges within the provision, adults to allow the children to complete these independently.</p>		<p><b>Gross Motor</b> Weekly PE session in the hall or outdoor area to teach fundamental skills. Busy classroom environment with free flow to the outdoor space. Outdoor areas provide different surfaces. Adults to encourage independence when using the areas and equipment to... Use of balance bikes and large bikes outdoors. Use of prams, space hoppers and balance snake. Use of balancing planks and crates. Fill and carry buckets from the water tap. Sweep the outdoor area using brushes. Use large construction equipment indoors and outdoors. Music and movement sessions to support land enhance learning.</p>	<p><b>Fine Motor</b> _Begin to form zigzag monster letter shapes on paper. Starting and finishing in the correct place. Daily dough disco sessions and use of clay within provision. Funky fingers activities. Large outdoor water painting. Pencil / wand ribbons Woodwork area Threading activities Creative area with scissors. Paints available with a range of brushes. Waterplay pouring, tipping activities. Sand area for digging and filling. Dress up area and clothes for the dolls. Weeding and watering in our planting area. A range of small world equipment. A range of construction kits</p>
	<p><b>COMMUNICATION AND LANGUAGE</b></p>	<p><b>Managing Self</b> Introduce rules for keeping safe on our trip to the farm or beach. Discuss water safety. Discuss sports day rules and appropriate / fair behaviour. Children will independently use the toilets and wash their hands. Children will independently blow their noses and tidy the classroom after play sessions. Children will independently take off and put on their own coats. Children will independently take off and put on their shoes and socks following sand play. Children will independently put on and take off wet suits and wellington boots for outdoor activities. Children will independently put on, take off and put away aprons. Children will be encouraged to taste different fruits and vegetables at snack time and independently set up and clear away after themselves. Children will grow their own fruits and vegetables and discuss healthy and unhealthy food choices. Children will taste their home grown products. Children will find out about the importance of drinking water.</p>		
<p><b>Listening, Attention and Understanding</b> Encourage children to listen attentively and respond to what they hear with relevant questions, when being read to and during whole class discussions and small group interactions. Children will be encouraged to ask questions about their learning to clarify their understanding. Children will hold conversations with their peers happily in the environment. Adults available to support children when needed during provision time</p>	<p><b>LITERACY</b></p>		<p><b>MATHEMATICS</b></p>	
<p><b>Speaking</b> Engage in whole class activities offering their own ideas, using recently introduced vocabulary. Engage in whole class activities offering 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 conjunctions, with modelling and support from their teacher</p>	<p><b>Comprehension</b> Story focused learning including traditional tales, topic or themed stories and Nonfiction books. Develop and re-visit the story through small word and role play. Engage in poems, songs and dance activities connected with the story/ theme. Whole class freeze play and hot seating activities. Use IT to enhance understanding and engagement with key stories. Encourage the children to talk about the story using newly introduced vocabulary. Add some key vocabulary to our vocab display. Add key vocabulary to enhance provision play areas. Use class challenges to encourage children to participate in story lead learning. Send home QR codes for various picture book enjoyment.</p>	<p><b>Reading</b> Confidently use these level 2 and 3 sounds when reading. Confidently use at least 10 digraphs sounds when writing. j,v,w,x,y,z,zz,qu,sh,ch,th,ng, ai, ee,igh,oa,oo,ar, or, ur,ow, oi, ear,air,ure,er Independently read simple sentences with the sounds they know. Confidently recognize these tricky words in reading books. Confidently use these tricky words in their writing</p>	<p><b>Writing</b> Form most letters correctly using the Twinkl Phonics patter. Starting and finishing in the correct place. Children write their own simple sentences. Independently read simple sentences with the sounds they know. Form more recognizable letters using Twinkl letter formation patter. Starting and finishing in the correct place. Independently write captions and sentences - using sound chart aids and prompts. Begin to write simple sentences using the sounds they know. - Access a variety of writing opportunities in areas around the room - labels, letters, tags, story maps, envelopes, cards, lists - See Half termly overviews for specific writing topics.</p>	<p><b>Use Lancashire planning document that correspond with the learning and progression steps (LAPS) for EYFS.</b></p> <ul style="list-style-type: none"> <li>Counting, comparing and ordering</li> <li>Understanding part - whole addition and subtraction</li> <li>Fractions Distance (length, height, width)</li> <li>Weight Capacity/volume and money</li> <li>Shape and sorting</li> <li>Time Space Money and sorting</li> <li>Number sense</li> <li>Addition and subtraction</li> </ul>

**EAD****UNDERSTANDING THE WORLD****Creating with Materials****Being imaginative and Expressive****Past and Present****People, Communities and Culture****The Natural World**

\_ Access to the creative area with a range of resources for children to explore their own creative interests and ideas.  
 Encourage the children to experiment with cutting, paper, card and joining activities.  
 Explore textured paint by adding sand. Make Father's Day cards.  
 Independently use the creative area.  
 Adults to ... Encourage independence Question their ideas and next steps. Question processes to achieve results and how to improve their work.  
 Focus stories for role play and enjoyment will be linked to topic of choice - please see half termly overviews for more detailed planning and outline of topic areas.  
 Artwork and mixed media creations to link to topics.

Small world area equipped with a range of resources to provoke independent child-initiated play and opportunities to retell class stories.  
 Use Tales toolkit to create their own stories.  
 Join in with rhymes and songs. Jack and Jill Rain, rain  
 Row, row, row your boat. I can sing a rainbow. Old Mc Donald  
 Sing song for carnival and strawberry teas  
 Use instruments to make sounds.  
 Make a storm using musical instruments. Know how to make sounds louder or quieter. Story book performance - Animal book theme Walking through the  
 jungle- Tinga tales' performance Carnival - Animals Action song with lyrics and dance routine Whole school · Invent, adapt and recount narratives and stories with peers and their teacher · Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music  
 End Outcomes: I can perform an action story with words and music.

Rotation History/ Geography

**Culture**

Animals of Africa Can we name some other countries where safari animals are found?  
 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. Vocabulary: savannah, safari, jeep, jungle. Animals, zoo, camouflage Literacy Book link: Rumble in the Jungle End Outcomes: I can name 2 African animals. I can point to Africa on a simple world map with support.

Animals near and far I wonder what would happen if a giraffe lived in the arctic? Explore the natural world around them, making observations and drawing pictures of animals and plants. PSTT Story provision map Dear Zoo- Rod Campbell The Rainbow Fish - Marcus Pfister The Ugly Five - Julia Donaldson & Axel Sheffler The Very Hungry Caterpillar - Eric Carle Nursery Rhyme - Incy Wincy End outcomes: I can describe animals in a contrasting environment.

Art Painting the Savannah- See Access Art for unit overview and end outcomes Painting the Savannah <https://www.accessart.org.uk/paintingsavannah-chloe-williams/>