



Early Years Foundation Stage

Reception

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.

School trips and educational visits will be planned for in line with specific topics or areas of learning.

Further details on curriculum subjects can be found by clicking the links 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>I AM SPECIAL 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>HARVEST 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. Harvest, a time to say thank you, a time to think of others and a time to share.</p>	<p>Self - Regulation 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. Gradually introduce assembly. Autumn walk - outline appropriate behavior, being sensible and keeping safe. Respect our environment and surroundings..</p>	<p>Gross Motor 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. Gross Motor Skills PE - FMS Succeedin Scheme Children explore balance on one foot with a partner Children move safely in space. Use running technique in a game OUTDOOR LEARNING -- a range of activities to support all curriculum areas. Introduce to activity trail.</p>
<p style="background-color: #e6f2ff; padding: 2px;">COMMUNICATION AND LANGUAGE</p> <p>Listening, Attention and Understanding 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</p>	<p>Managing Self 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>PSHE - Me and my relationships - All about me my likes and interests and celebrating differences.</p>	<p>Fine Motor 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>
<p>Speaking 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>	<p>Building Relationships 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. Caring in school - people who help us in school, getting to know each other, circle time, looking after each other - playtime, lunchtimes etc. Circle time - after last play - opportunities for children to talk through anxieties. Stories about caring. Having fun together.</p>	
LITERACY	MATHEMATICS	
<p>Comprehension 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. Click here for book list 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 Number-land used within the following areas of learning.</p> <ul style="list-style-type: none"> • Rote counting • Counting objects • Shape • Number sense • Number recognition • Number graphics • Calculating 	<p style="text-align: center;">Computing - I can spot Technology</p> <p>Children spot technology around the classroom - teacher model using computer and IWB. Children become familiar with using IWB to a play number game - children take turns to use IWB touch screen playing Gordons math's counting game.</p> <p>Online Safety - Children explain rules for staying safe online. To understand that personal information should not be shared.</p>
<p>Reading Twinkl Phonics Planning for level 2 phonics - Click here for further phonics breakdown. Phonics breakdown of sounds. s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, ll, ss. Join in with blending activities in a focused group. Joins in with repeated phrases for familiar stories. Discriminates between sounds. Can draw a straight line. Expresses simple likes about a shared story. Develops book handling skills. Can draw curved lines in both clockwise and anticlockwise directions. Uses new vocabulary in their play. Identifies initial sounds.</p>	<p>Writing Hold a pencil with a tripod grasp. Practice dots, straight lines, crosses, circle, waves, loops, spirals, anticlockwise circles. Make marks on paper to follow or extend the pattern. Join in with segmenting activity in a focused group. Draw and label pictures- explore sensory mark making if not yet holding pencils for writing. scribes' meanings to marks. Able to develop oral blending skills. Beginning to record some sounds in sequence. Write some or all of their name. Write some letters accurately.</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/>

Painting - Basic skills e.g. holding a brush correctly, loading a brush, wiping a brush to prevent drips. Free painting - table and easel.

Drawing - Lead pencil portraits.

Malleable - Dough - free modelling, rolling, cutting and printing. Salt dough

Begin to use the language of designing and making, e.g. join, build and shape. Learning about planning and adapting initial ideas to make them better.

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 focus 'Incy Wincey Spider'

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

Introduce tapping sticks, shakers and untuned percussion during free play provision. Learn names of these instruments, describe and identify sounds. Rhythm: tap children's names, copy simple rhythms, answering rhythms. Tap a nursery rhyme, children guess.

Singing
Rhymes, assembly songs, topic songs,

Listening
Listen to various music and describe how it makes us feel. Listen to hymns in assembly time and start to join in.

Charanga Music - Mr Gallagher Music Planning
Rotated Music sessions with Mr. Gallagher.

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.

See PLAN science documents for further breakdown of science objectives.

Class L - EYFS Reception Long Term Objectives



Objectives Covered During Autumn Term 2 November - December

RELIGIOUS EDUCATION	PSED	PHYSICAL DEVELOPMENT
<p>SPECIAL PEOPLE Learn about our families and who is special to us. Learn about special figures from the bible.</p> <p>CHRISTMAS 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. Celebrations - why and how we celebrate, making people feel special. Birthdays, introduce sch routines. Diwali or Other world faith focus - Festival of light, triumph of good over evil, light over darkness, celebration of a different culture. Bonfire night story, explain traditions, make special food, safety demonstration. Christmas - how we celebrate at home and in school, meeting Father Christmas, Infant play, Christmas lunch, party.</p>	<p>Self - Regulations 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.</p> <p>Managing Self 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.</p> <p>PSHE - Feelings - How it makes me feel. Focus on sharing and how we deal with feeling angry.</p>	<p>Gross Motor 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. PE - FMS Succeedin Scheme Collect and grip objects Explore rolling objects Children improve their rolling skills and start to translate this skill to underarm throw. Children start to explore hopping To travel safely in space.</p> <p>Fine Motor 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.</p>
<p>COMMUNICATION AND LANGUAGE Listening, Attention and Understanding 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.</p> <p>Speaking 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. Click here for book list Express their ideas and feelings about their experiences using full sentences,</p>	<p>Building Relationships 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. Learn how to share. 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.</p>	
LITERACY		MATHEMATICS
<p>Comprehension 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.</p>	<p>Writing 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. Hold a pencil with a tripod grasp. Practice dots, straight lines, crosses, circle, waves, loops, spirals, anticlockwise circles. Beginning to record some sounds in sequence. Form lower-case letters correctly. Write their full name. Use Twinkl letter patter to support writing</p>	<p>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.</p> <ul style="list-style-type: none"> • Rote counting • Counting objects • Shape • Number sense • Number recognition • Number graphics <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Computing - Painting an iPad</p> <p>Children use paint program on iPad- children select their colours of choice to make patterns and marks. Children create patterns in environment and repeat colour choices on screen.</p> <p>Online safety - Took about limited screen time and healthy choices</p> <p>Email - Talk about forms of communication receive an email linked to topic characters e.g. Big dino emails class.</p> </div>
EAD		UNDERSTANDING THE WORLD

Creating with Materials	Being imaginative and Expressive	Past and Present	People, Communities and culture	The Natural World
<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 hold scissors and tools correctly when cutting and joining. Investigate mixing of colors to make new ones.</p> <p>Link to Access Art units - see planning. Explore painting on different surfaces. Paint firework pictures on black paper.</p> <p>Make links to annual Halsall firework celebration. Make collage pictures.</p> <p>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.</p> <p>ART</p> <p>Painting - Painting with autumn colours. Colour mixing, finger painting, splash painting - Bonfire Night. Luminous colours on black paper.</p> <p>Christmas colours, embellish with silver and gold Making Diwali mehndi hands.</p> <p>Printing - Basic skills: press and lift carefully, press firmly or lightly for different types of print, print within another print, over-printing etc. Free experimenting. Shape printing, leaf prints, bark rubbing, Christmas stars...</p> <p>Drawing - Drawing nativity scene and characters</p> <p>Collage - Autumn tree seed collages in boxes. Bonfire - shredded card, shiny papers. Christmas figures - fabrics, wool, card etc.</p> <p>DT - Designing and making Christmas wreaths</p> <p>Malleable - Dough-Christmas shapes. Clay - basic skills: kneading, molding, printing, sticking bits on.</p>	<p>Small world area equipped with a range of resources to provoke independent child-initiated play and opportunities to retell class stories.</p> <p>My Little book of nursery rhymes focus 'Twinkle Twinkle'</p> <p>Use instruments to make firework sounds Bonfire poem talk about our yearly Halsall Fireworks event.</p> <p>Christmas play and songs nativity practice.</p> <p>BEING IMAGINATIVE</p> <p>Music</p> <p>Tap a nursery rhyme, children guess.</p> <p>Singing</p> <p>Rhymes, assembly songs, topic songs, Christmas songs and carols.</p> <p>Listening</p> <p>Autumn sounds and animals - noises and sounds around us - Bishops walk.</p> <p>Christmas Music.</p> <p>Charanga Music - Rotated Music sessions with Mr. Gallagher</p> <p>Drama - Action Rhymes, act out Nursery Rhymes. Role Play: Santa's workshop. Nativity role play. Infant Christmas Play.</p>	<p>Rotation History/ Geography</p>	<p>Geography What grows in our country? Harvest link comparisons What grows in other countries?</p> <p>*Visitor link - Parent farmer Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Seasonal Change -</p> <p>Autumn Trees I wonder why some trees change with the seasons?</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>See PLAN science documents for further breakdown of science objectives.</p>

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



RELIGIOUS EDUCATION	PSED	PHYSICAL DEVELOPMENT	
<p>STORIES JESUS HEARD - 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>STORIES JESUS TOLD- 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>Self - Regulation 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</p>	<p>Gross Motor 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. PE - FMS - Succesdin Scheme To investigate our underarm throwing skills to explore catching skills Bean Bags, large sponge balls. To travel in different directions. OUTDOOR LEARNING -- a range of activities to support all curriculum areas. Classroom Outdoor Area: use daily for activities in all areas of learning both adult and child led. Playground walks: story walk, Healthy walks, signs of spring, sound walk, Numeracy walk.</p>	<p>Fine Motor 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. Fine Motor Skills - painting, drawing, writing, play dough, clay, plasticine, baking, threading, lacing, sewing, cutting, sticking, joining, construction, model making, puppets, computer programmable toys, gardening, sand and water play, counting.</p>
COMMUNICATION AND LANGUAGE	Building Relationships		
<p>Listening, Attention and Understanding 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>Speaking 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>Managing Self 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. PSHE - Keeping myself safe</p>	<p>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>	
LITERACY	MATHEMATICS		
<p>Comprehension 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. Click here for book list</p> <p>Reading 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. sounds. Begin to read cvc words with the sounds they know. Assess those ready to write captions or sentences. Joins in with repeated phrases for familiar stories. Discriminates between sounds. Can draw a straight line. Expresses simple likes about a shared story. Develops book handling skills. Uses new vocabulary in their play. Identifies initial sounds Answers who and what questions linked to stories shared.</p>	<p>Writing 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 progression of skills.</p>	<p>Use Lancashire planning document that corresponds with the learning and progression steps (LAPS) for EYFS.</p> <ul style="list-style-type: none"> • Counting and comparing. • Partitioning and understanding part-whole Understanding teen numbers. • Distance (length, height, width) • Mass/weight and capacity/volume • Shape and sorting • Addition Subtraction Halving and doubling • Number sense 	
		<p>Computing -- Look and buttons on toys and devices and talk about what they do. Practice following instructions- link to PE lessons and following instructions, directions and turns. Look at Beebots and practice exploring the buttons - what do they do? Where can they do?</p>	

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/Children> have basic

hygiene awareness

Painting - Observational paintings of each other. Different papers; different tools (rollers, cotton buds).

Printing - Experiment with light/dark overprinting.

Handprints, Footprints.

Drawing - Thick/thin pencils and pens.

Frost patterns - different techniques.

Collage - Catalogue collages. Texture strips.

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

Charanga Music - Rotated Music sessions with Mr. Gallagher

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

Chinese New Year - customs, traditions of this festival. Look at artefacts, sample food, role play, creative activities, develop respect and understanding of a different culture. Look at different cultures in the class and traditions.

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.

Continue to embed prior learning on the seasons and changing weather.

End outcomes: I can help to prepare a snack and notice how materials can change by heating and cooling, including cooking.

See PLAN science documents for further breakdown of science objectives.

Class L - EYFS Reception Long Term Objectives



Objectives Covered During Spring 2 March- May

RELIGIOUS EDUCATION	PSED	PHYSICAL DEVELOPMENT	
<p>Friends 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>EASTER 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>New Life - investigating and showing appreciation of new life, joy and wonder. Baby visit. Baby animal visit - chicks. Celebrate and investigate God's beautiful world - creatures, flowers and plants</p>	<p>Self - Regulation Talk about appropriate behavior 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</p>	<p>Gross Motor 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. PE - FMS - Succeedin Scheme Children continue to move safely in space. They improve their travelling actions of running and jumping. Children start to explore hopping.</p>	<p>Fine Motor Starting and finishing in the correct place. Daily dough disco sessions and use of clay within provision. Follow Twinkl Letter formation patter 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>
COMMUNICATION AND LANGUAGE	Managing Self	Building Relationships	
<p>Listening, Attention and Understanding 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>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. PSHE - Doing my best and 'having a go' - link to assembly and certificates.</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 Take part in Praise, Prayer and Presentation assemblies. Listen to stories read by reading ambassadors.</p>	
<p>Speaking 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>Comprehension 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"> • Counting and comparing. • Partitioning and understanding part-whole Understanding teen numbers. • Distance (length, height, width) Mass/weight and capacity/volume • Shape and sorting • Addition Subtraction • Halving and doubling • Number sense 		
<p>Reading 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 Phonics breakdown of sounds Answers who and what questions linked to stories shared. Can clap syllables. Ascribes meanings to marks during play. Expresses simple likes and dislikes about a shared story. Can recognise rhymes. Responds to focus texts through mark making. Uses new vocabulary in conversations. Able to develop oral blending skills.</p>	<p>Writing Begin to 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.</p> <p>Writing Write short sentences with words with known letter-sound correspondences.</p>	<div style="border: 1px solid black; padding: 5px;"> <p>Computing - Learn names of computer parts - screen, mouse, keyboard - Easter card - type an Easter message using a keyboard with support.</p> </div>	

EAD		UNDERSTANDING THE WORLD		
Creating with Materials	Being imaginative and Expressive	Past and Present	People, Communities and	The Natural World
<p>Access to the creative area with a range of resources for children to explore their own creative interests and ideas.</p> <p>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.</p> <p>Independently use the creative area.</p> <p>Adults to ... Support when needed. Question their thoughts and ideas. Encourage the children to think of their own ideas</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.</p> <p>Artwork and mixed media creations to link to topics.</p> <p>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.</p> <p>Food</p> <p>To begin to understand some of the tools, techniques and processes involved in food preparation.</p> <p>Painting</p> <p>Painting story characters, spring flowers, in the style of a famous artist.</p> <p>Mood Artwork.</p> <p>Printing - Potato print shapes (Numeracy). Fruit/veg prints.</p> <p>Drawing - Illustrating own stories Easter egg patterns - pastels.</p> <p>Collage - Mother's day cards - Plants - art straws, coloured paper etc. Picture frames.</p>	<p>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</p> <p>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</p> <p>Listening to Music Identify and name orchestral instruments. Charanga Music - Our World Mr Gallagher music sessions.</p> <p>Drama Action rhymes. Feelings charades. Role Play Area - fairy stories. Dramatise Peter and the Wolf. Class Assembly - perform stories.</p>	<p>Rotation History/ Geography</p>	<p>culture</p> <p>What can you find in Halsall? Exploring our school grounds Forest school Bishops Walk.</p> <p>*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.</p>	<p>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 recognize some of things plants need to grow, and I can one or 2 parts of a plant e.g. stem, leaf.</p> <p>. Visit Taking care of our environment, investigate conservation - ways to protect and look after our environment. Link to Earth Care Bear.</p> <p>Investigating plants and mini- beasts. Growing plants from seed, sunflowers, bean plants. frogs from frogspawn, butterflies from caterpillars, lots of awe and wonder. Caring for plants and animals, respecting our environment.</p> <p>See PLAN science documents for further breakdown of science objectives.</p>

Objectives Covered During Summer 1 April - May



RELIGIOUS EDUCATION	PSED		PHYSICAL DEVELOPMENT		
<p>SPECIAL PLACES 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>PRAYER Children listen to prayers from the Lions' book of prayer. Create our own prayer book and practice gratitude.</p> <p>Class Assembly or parade - Poem/ Performance Helping each other, being a team. Everyone takes part, doing our best, supporting each other, developing confidence and self-esteem. Having fun performing for families and friends.</p>	<p>Self - Regulation 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</p> <p>Managing Self 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. PSHE: Rights and Responsibilities - looking at facial expressions: Review class rules and how we follow them. Routines and Rules - Re-read class rules together, evaluate how we are doing as a class; choose focus for each half term. Outline new routines, e.g. playing on the field, lunchtime picnics, sports day, preparing for year 1</p>		<p>Gross Motor 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. PE -FMS - Succeedin Scheme</p> <p>Children continue to move safely in space. They improve their travelling actions of running and jumping. Children start to explore hopping.</p>		<p>Fine Motor 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>
COMMUNICATION AND LANGUAGE	Building Relationships				
<p>Listening, Attention and Understanding 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>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>				
<p>Speaking 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>					
LITERACY			MATHEMATICS		

Comprehension 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.

Reading

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 [Phonics breakdown of sounds](#). Answers who and what questions linked to stories shared. Can clap syllables. Ascribes meanings to marks during play. Expresses simple likes and dislikes about a shared story. Can recognise rhymes. Responds to focus texts through mark making. Uses new vocabulary in conversations. Able to develop oral blending skills.

Writing

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. Write short sentences with words with known letter-sound correspondences. Start to use a capital letter and full stop. Re-read what they have written to check that it makes sense.

Use Lancashire planning document that corresponds with the learning and progression steps (LAPS) for EYFS.

- Counting, comparing and ordering
- Understanding part - whole addition and subtraction
- Fractions Distance (length, height, width)
- Weight Capacity/volume and money
- Shape and sorting
- Time Space Money and sorting
- Number sense
- Addition and subtraction

Computing -
Recording - use a device to photograph our models around the environment - compare digital camera and camera on an iPad.
Take pictures of our work. Make videos of our work.

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, 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.

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

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.

Painting - Large backgrounds -

sponge rollers, 4" brushes. Palettes. Fine brushes. Oil paint. Water painting (paving flags).

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. Use Tales toolkit to create their own stories. Join in with rhymes and songs and carnival practices.

Rhymes - The wheels on the bus French Version - Les Roués autobus Specialist Teacher Mr. Gallagher Focus Strawberry teas - Singing performance in school hall -

MFL singing link • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

End Outcomes: I can sing a simple tune in French

Past and Present

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

People, Communities and Culture

Rotation History/ Geography

The Natural World

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

See PLAN science documents for further breakdown of science objectives.

Objectives Covered During Summer 2 May- July

RELIGIOUS EDUCATION	PSED	PHYSICAL DEVELOPMENT	
<p>SPECIAL TIMES 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>Transition: Welcome new children on transition days from nursery, plan games and activities for the nursery.</p>	<p>Self - Regulation 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>Gross Motor 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. PE - FMS - Succeedin Scheme Children continue and improve their ability to move safely in space. They continue to explore and improve the different travelling and balancing actions. Children start to explore rolling</p>	<p>Fine Motor _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>
COMMUNICATION AND LANGUAGE			
<p>Listening, Attention and Understanding 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>Managing Self 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. PSHE : Growing and Changing</p>	<p>Building Relationships Staff to stand back and allow the children to independently share and take turns during their provision play, Intervene only when necessary. Use the to reward and sanction. Key group time in a morning Daily contact with parents during drop off and pick up times. Provision time with adults knowing when to interact and stay away. 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>	
SPEAKING	<p>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>		
LITERACY	MATHEMATICS		
<p>Comprehension 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>Use Lancashire planning document that correspond with the learning and progression steps (LAPS) for EYFS.</p> <ul style="list-style-type: none"> Counting, comparing and ordering Understanding part - whole addition and subtraction Fractions Distance (length, height, width) Weight Capacity/volume and money Shape and sorting Time Space Money and sorting Number sense Addition and subtraction 		
<p>Reading 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 Answers who and what questions linked to stories shared. Can clap syllables. Ascribes meanings to marks during play. Expresses simple likes and dislikes about a shared story. Can recognise rhymes. Responds to focus texts through mark making. Uses new vocabulary in conversations. Able to develop oral blending skills.</p>	<p>Writing 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. Write recognizable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</p>	<div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Computing -</p> <p>Use computer to type an invitation to the new nursery children. Type messages and see how the printer works. Deliver to nursery on site.</p> </div>	

EAD		UNDERSTANDING THE WORLD		
Creating with Materials	Being imaginative and Expressive	Past and Present	People, Communities and Culture	The Natural World
<p>_Access to the creative area with a range of resources for children to explore their own creative interests and ideas.</p> <p>Encourage the children to experiment with cutting, paper, card and joining activities.</p> <p>Explore textured paint by adding sand. Make Father's Day cards.</p> <p>Independently use the creative area.</p> <p>Adults to ... Encourage independence Question their ideas and next steps. Question processes to achieve results and how to improve their work.</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.</p> <p>Artwork and mixed media creations to link to topics.</p> <p>Art Painting the Savannah- See Access Art for unit overview and end outcomes Painting the Savannah https://www.accessart.org.uk/paintingsavannah-chloe-williams/</p> <p>Painting - Observational paintings of scenery (leisure). Landscapes. Palettes. Fine brushes. Oil paint. Water painting (paving flags).</p> <p>Printing - Animal prints/rubbings.</p>	<p>Small world area equipped with a range of resources to provoke independent child-initiated play and opportunities to retell class stories.</p> <p>Use Tales toolkit to create their own stories.</p> <p>Join in with rhymes and songs. Jack and Jill Rain, rain</p> <p>Row, row, row your boat. I can sing a rainbow. Old Mc Donald</p> <p>Sing song for carnival and strawberry teas</p> <p>Use instruments to make sounds.</p> <p>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.</p> <p>Percussion instruments - animal sounds, zoo sounds. Rhythm sticks - tap topic words e.g. animal names. Invent slow/fast rhythms. Rhythms to represent an animal.</p> <p>Singing</p> <p>Rhymes and songs.</p> <p>Topic songs e.g. Zoo time.</p> <p>Listening to Music</p> <p>Leisure - radio, pop, express likes and dislikes</p> <p>Animal parade. Animal stories e.g. Tinga tales (children learn chants, choose instrument for sound effects)</p>	<p>Rotation History/ Geography</p> <p>Moving on - reflections of Reception Year, look back through special books, photo albums, write about "My favourite day in Reception Class".</p> <p>Visit to Year 1.</p>	<p>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.</p>	<p>Animals near and far I wonder what would happen if a giraffe lived in the arctic?</p> <p>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.</p> <p>See PLAN science documents for further breakdown of science objectives.</p>

Communication Language and Literacy - Additional Activities

Throughout the year children will:

- Prayers and collective worship time - learn and recite prayers.
- Learn and recite school rules.
- Learn to speak with confidence during circle/carpet times - SEAL, listening to others and discussing opinions.
- Learn to listen and respond appropriately with relevant comments, questions or actions.
- Use appropriate story language to re-enact/re-tell simple and familiar stories.
- Learn new vocabulary relating to topics - non-fiction texts.
- Recite alphabet, letter-sound rhymes.
- Daily counting.
- Learn poems and rhymes.
- Show and tell.
- Story time in class, visiting story tellers.
- Hear and identify sounds
- Role play - different role play areas to link with topics and children's interests.
- Singing songs daily.
- Microphone - recording sounds, story tapes.
- Twinkl Phonics - Levels 1-4 (Autumn Term - Levels 1&2, Spring Term - Levels 2&3, Summer Term - Levels 3&4)
- School Assembly, Church Assembly, Award Assembly.
- Following instructions, class routines, rules and playtime routines.
- Constant questions - how? Why? When? Who?
- Super Science investigations.

Handwriting:

In addition to fine motor, gross motor and writing objectives outlined above children follow Twinkl Letter formation using patten and mnemonics linked to each letter. These are practiced as part of phonics and during additional handwriting lessons.

[Click Here](#) for more information on handwriting.