






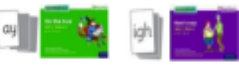
**Poppleton Ousebank**  
**Early Years**  
**Reception Long Term Plan**

*\*Additional books will be read around the themes and seasonal focus/additional language is also present*

*\* Objectives are not limited to one half term and should not be covered as a ticklist - children learn at different rates and learning objectives work cross curricular and in an ongoing fashion - revisited at different points throughout the year. With flexibility we respond to children's needs and circumstances, ensuring we encompass children's interests into our planning.*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about Me		All about Fact and Fiction		All about My World	
THEMES  Seasonal Focus	We are Special	Celebrations	Space	Traditional Tales	Being Healthy & Growing	Our World and Farming
	Autumn - Winter		Winter - Spring		Spring - Summer	
Learning opportunities/Our Fond experiences...	Transition, Treasure boxes, Kindness Tree, Our favourite stories, School rules and routines, Outdoor Play - BIG SHED, Fire Safety, Looking after our environment, signs of Autumn, Nursery Rhymes, self portraits	Halloween, Bog Baby Forest School Day, Bonfire Night DIWALI, Nativity performance, Sign of Winter, Christmas, The Christmas Story with Reverend Biddlestone, Christmas crafts through Grandparents Day, Winter soup  5 Ways to Wellbeing - BRONZE	Chinese New Year Pancake Day, Changes through floating and sinking and ice; Arctic and Antarctic, Winter, Space and our Planet, famous Astronauts, Traditional Tales:	Traditional tales: The Gingerbread Man, Goldilocks, 3 Little Pigs, Jack and the Beanstalk, Exploring and using materials, signs of Spring and the changes in our seasons, Mother's Day celebrations, World Book Day, Easter, Reverend Biddlestone visit  5 Ways to Wellbeing -SILVER	Easter diaries, Dt boat review, Growing and planting, Being Healthy: Healthy foods, Healthy Teeth, exercise, screen time, teeth and keeping clean, Dentist visit, Life cycles: Tadpoles focus, Kandinsky  Big Sheep Little Cow Bedale Visit (SUMMER TERM)	Farm/ing, , Our World, comparing localities and environments, locating our village on a map and orienting local maps, Summer and the seaside, holidays in the past, end of year celebrations including Graduation Ceremony  5 Ways to Wellbeing -GOLD
Books	Core books: Starting School Gruffalo Bog Baby We're Going on a Bear Hunt Winnie's Amazing Pumpkin Why do Leaves change colour	Core books: Bonfire Night (Acorn) The Best Diwali Ever The Christmas Story - Nativity Jolly Postman Dinosaur that Pooped Christmas Winnie the Witch Collection	Core books: Dear Mr Polar Bear Whatever Next/Q Pootle 5 Aliens Love Underpants Chinese New Year story The Wolf's Pancakes Look inside Space	Core books: Charlie Cook's Favourite Book The Gingerbread Man Goldilocks and the Three Bears The Three Little Pigs Jack and the Beanstalk Easter Story Hello Spring	Core books: The Trouble with Tadpoles Growing Story Oliver's Fruit Salad Oliver's Vegetables Oliver's Milkshake The Enormous Turnip The Runaway Pea	Core books: Winnie at the Seaside Farmer Duck Sharing a Shell The Little Red Hen Handa's Surprise Handa's Hen
Talk Through Stories No Outsiders	Owl Babies, Can't You Sleep Little Bear, Room on the Broom,  Mommy, Mama and Me	Winnie the Witch, Zog, Stick Man	One Snowy Night Lost and Found Tiddler You Choose	The Rainbow Fish Hugless Douglas The Slightly Annoying Elephant	Supertato Extraordinary Gardener The Wall and the Wild Blue Chameleon	Farmer Duck, Handa's Hen, The Scarecrows Wedding,
Communication and Language	<b>Listening, Attention and Understanding</b> I can listen carefully and I am beginning to know why listening is important. - Circle times - Key worker relationship building - Short whole class learning activities  I can describe events with increasing detail. - Treasure boxes communication - Making friends/group times	<b>Listening, Attention and Understanding</b> I can Learn new vocabulary and use it throughout the day. - Weekly topic learning/see weekly plan for specific language and Continuous Provision Plans/Tiered language triangles  I can connect ideas using connectives. - Discussions around celebrations from own experience - Describing learning, plans and processes	<b>Listening, Attention and Understanding</b> I can articulate my ideas and thoughts in well formed sentences. - Holiday news feedback - Forest schools Trip Day - Space topic - new learning and vocabulary  I can describe events in some detail. - Celebrations over the holidays - Cultural celebrations - Explaining understanding  I can ask questions to find out more. - Space Topic - what do we want to learn about?	<b>Listening, Attention and Understanding</b> I can ask questions to find out more and explain what has been asked of me. - Visitors in school - Reverend Biddlestone - Traditional Tales book focus  I can retell a story and follow a story without cues. - Traditional Tales - Acting out stories with puppets and masks - Creating story maps	<b>Listening, Attention and Understanding</b> I can Listen and respond with relevant questions, comments and actions. - I can make comments and clarify my understanding. - Visitors in school - Dentist  I can understand questions. - Listening to adults on the trip and engaging in conversations and feedback from the trip to the farm	<b>Listening, Attention and Understanding</b> I can hold conversations when engaged in back-and-forth exchanges. - Transition sessions - Meeting my new teacher
	<b>Speaking</b> I can engage in story times. - Talk through Stories - Topic focus  I can retell a story I am familiar with. - My favourite story focus  I can talk in front of a small group and my teacher when offering my own ideas. - Treasure boxes - Circle times - getting to know one another	<b>Speaking</b> I can retell a story and use the exact language as well as my own. - Talk through Stories  I can listen carefully to rhymes and songs, paying attention to how they sound. - Nursery Rhymes - Christmas Show/Nativity  I am able to use new vocabulary throughout the day. - Continuous new learning and development	<b>Speaking</b> I can use talk to help work out problems and organise thinking. I can develop social phrases I can listen carefully to rhymes and songs. I can engage in non-fiction books. I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. - Space Topic - Astronauts and Planets	<b>Speaking</b> I can listen to and talk about stories to build familiarity and understanding. I can talk in sentences using conjunctions. - Traditional Tales focus - Learning partner/talk partner development - World Book Day - Planning my boat design	<b>Speaking</b> I can participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Exploring Abstract Art - Kandinsky - Warm and cool colours - emotions and feelings  I can express my ideas and feelings about my experiences using full sentences. - Trip: share ideas and explanations when answering questions	<b>Speaking</b> I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Our World and Farming - Chick development  I can pay attention to more than one thing at a time - Daily challenge  I can talk in sentences using a range of tenses and conjunctions.

Personal, Social and Emotional Development	<p><u>Self-Regulation</u></p> <p>I can follow the instructions given to me.</p> <ul style="list-style-type: none"> <li>- School values - Kindness, Respect and Resilience</li> <li>- Class Dojo system</li> <li>- Behaviour Chart -GREEN behaviour aim</li> </ul> <p>I can recognise different emotions.</p> <ul style="list-style-type: none"> <li>- Jigsaw</li> <li>- Circle time transition</li> </ul> <p>I can show focus during short whole class learning activities.</p> <ul style="list-style-type: none"> <li>- Whole class Phonics sessions</li> </ul>	<p><u>Self-Regulation</u></p> <p>I can express my feelings and I am beginning to be aware of the feelings of others.</p> <ul style="list-style-type: none"> <li>- Jigsaw lessons</li> <li>- Reference to whole school values</li> </ul>	<p><u>Self-Regulation</u></p> <p>I can see myself as a valuable individual.</p> <ul style="list-style-type: none"> <li>- 5 ways to Wellbeing discussion and certificate</li> </ul> <p>I can focus for longer periods of time.</p> <ul style="list-style-type: none"> <li>- Increased duration of carpet times including Phonics</li> </ul>	<p><u>Self-Regulation</u></p> <p>I am aware of my own feelings and can moderate them socially and appropriately.</p> <ul style="list-style-type: none"> <li>- Jigsaw lessons</li> </ul>	<p><u>Self-Regulation</u></p> <p>I can control my emotions using different techniques.</p> <ul style="list-style-type: none"> <li>- Jigsaw lessons</li> </ul>	<p><u>Self-Regulation</u></p> <p>I can follow instructions with greater steps. I can listen longer and remember. I can pay attention to more than one thing. I can regulate my emotions better. I can work towards a simple goal.</p> <ul style="list-style-type: none"> <li>- Jigsaw lessons</li> <li>- Weekly passport challenges</li> </ul>
	<p><u>Managing Self</u></p> <p>I can manage my own needs including washing my hands and going to the toilet.</p> <ul style="list-style-type: none"> <li>- New routines through transition including toileting and handwashing for snack and lunch times</li> </ul>	<p><u>Managing Self</u></p> <p>I understand the rules.</p> <ul style="list-style-type: none"> <li>- Revisit values</li> <li>- Follow Behaviour Policy daily</li> <li>- Star of the Week/Celebration Assembly</li> </ul>	<p><u>Managing Self</u></p> <p>I can show resilience and perseverance in the face of challenges.</p>	<p><u>Managing Self</u></p> <p>I can dress independently.</p>	<p><u>Managing Self</u></p> <p>I can show confidence to try new activities. I can show independence, resilience and perseverance. I can understand the importance of healthy food choices.</p> <ul style="list-style-type: none"> <li>- Being Healthy Topic</li> <li>- Dentist visit</li> <li>- Farm trip</li> </ul>	<p><u>Managing Self</u></p> <p>I know right from wrong and try to behave accordingly. I am able to show a 'can do' attitude.</p> <ul style="list-style-type: none"> <li>- Poppleton Pride on school trip</li> <li>- School values - resilience</li> </ul>
	<p><u>Building Relationships</u></p> <p>I can build constructive and respectful relationships.</p> <ul style="list-style-type: none"> <li>- Making new friends through Transition</li> </ul> <p>I can ask an adult for help and speak to the people in my setting.</p> <ul style="list-style-type: none"> <li>- Developing relationships</li> </ul>	<p><u>Building Relationships</u></p> <p>I am developing friendships and starting to think about the perspective of others.</p>	<p><u>Building Relationships</u></p> <p>I can take turns and treat others respectfully.</p> <ul style="list-style-type: none"> <li>- Through Continuous Provision</li> </ul>	<p><u>Building Relationships</u></p> <p>I can listen to others' ideas and agree on a solution.</p>	<p><u>Building Relationships</u></p> <p>I can work and play cooperatively with peers. I can be sensitive to others.</p>	<p><u>Building Relationships</u></p> <p>I am confident to create meaningful relationships and treat others respectfully. I can communicate with adults around school.</p> <ul style="list-style-type: none"> <li>- Transition to Year 1</li> </ul>
	<p><u>Jigsaw:</u> Being me in my world: Know special things about themselves • Know that some people are different from themselves • Know how happiness and sadness can be expressed • Know that hands can be used kindly and unkindly • Know that being kind is good • Know they have a right to learn and play, safely and happily.</p>	<p><u>Jigsaw:</u> Celebrating: Know what being proud means and that people can be proud of different things • Know that people can be good at different things • Know what being unique means • Know that families can be different • Know that people have different homes and why they are important to them • Know different ways of making friends • Know different ways to stand up for myself • Know the names of some emotions such as happy, sad, frightened, angry • Know that they don't have to be 'the same as' to be a friend • Know why having friends is important • Know some qualities of a positive friendship</p>	<p><u>Jigsaw:</u> Dreams and Goals: Know what a challenge is • Know that it is important to keep trying • Know what a goal is • Know how to set goals and work towards them • Know which words are kind • Know some jobs that they might like to do when they are older • Know that they must work hard now in order to be able to achieve the job they want when they are older • Know when they have achieved a goal</p>	<p><u>Jigsaw:</u> Healthy me: Know the names for some parts of their body • Know what the word 'healthy' means • Know some things that they need to do to keep healthy • Know that they need to exercise to keep healthy • Know how to help themselves go to sleep and that sleep is good for them • Know when and how to wash their hands properly • Know what to do if they get lost • Know how to say No to strangers</p>	<p><u>Jigsaw:</u> Relationships: Know what a family is • Know that different people in a family have different responsibilities (jobs) • Know some of the characteristics of healthy and safe friendship • Know that friends sometimes fall out • Know some ways to mend a friendship • Know that unkind words can never be taken back and they can hurt • Know how to use Jigsaw's Calm Me to help when feeling angry • Know some reasons why others get angry</p>	<p><u>Jigsaw:</u> Changing me: Know the names and functions of some parts of the body (see vocabulary list) • Know that we grow from baby to adult • Know who to talk to if they are feeling worried • Know that sharing how they feel can help solve a worry • Know that remembering happy times can help us move on</p>
Physical Development	<p><u>Gross Motor Skills</u> (PE): GAMES I can move in a space. I can travel in different ways. I can move with control and grace. I can manage new routines within the school day.</p> <ul style="list-style-type: none"> <li>- Develop classroom rules as a TEAM</li> </ul>	<p><u>Gross Motor Skills</u> (PE): GAMES - DANCE I can develop my body strength, coordination, balance, and agility. I can travel in different ways and make various body shapes. I can develop skills to manage my personal hygiene.</p>	<p><u>Gross Motor Skills</u> (PE): GYMNASTICS I can move safely with confidence and imagination. I can climb on a range of equipment.</p> <ul style="list-style-type: none"> <li>- Use of apparatus large and small</li> </ul>	<p><u>Gross Motor Skills</u> (PE): GYMNASTICS I can develop strength through gymnastics. I can confidently and safely use a range of apparatus independently and collaboratively.</p>	<p><u>Gross Motor Skills</u> (PE): OUTDOOR GAMES/SPORTS DAY PRACTISE I can control a ball with my feet. I can throw, roll, stop and catch a ball using my hands.</p> <ul style="list-style-type: none"> <li>- Sports Day Practise</li> </ul>	<p><u>Gross Motor Skills</u> (PE): OUTDOOR GAMES/SPORTS DAY PRACTISE REVISIT DANCE I can follow the rules of a game and develop skills of coordination.</p> <ul style="list-style-type: none"> <li>- SPORTS DAY</li> </ul>
	<p><u>Fine Motor Skills:</u> I can use cutlery appropriately.</p> <ul style="list-style-type: none"> <li>- Lunch time independence in the canteen</li> </ul> <p>I can begin to use a range of tools safely and confidently.</p> <ul style="list-style-type: none"> <li>- Creative Areas in the classroom</li> </ul>	<p><u>Fine Motor Skills:</u> I can use a tripod grip with mark making tools.</p> <ul style="list-style-type: none"> <li>- Handwriting</li> <li>- Phonics</li> <li>- Continuous Provision</li> </ul>	<p><u>Fine Motor Skills:</u> I can use scissors, pencil and glue.</p> <ul style="list-style-type: none"> <li>- Daily fine motor skills practise</li> <li>- Handwriting</li> <li>- Fine motor challenge</li> </ul>	<p><u>Fine Motor Skills:</u> I can hold scissors correctly and cut them out.</p> <ul style="list-style-type: none"> <li>- Daily fine motor skills practise</li> <li>- Handwriting</li> <li>- Fine motor challenges</li> </ul>	<p><u>Fine Motor Skills</u> I can use the tripod grip when writing and drawing. I can hold a pencil effectively in preparation for fluent writing in Year 1. I can use the tripod grip in almost all cases.</p> <ul style="list-style-type: none"> <li>- Daily fine motor skills practise</li> <li>- Handwriting</li> <li>- Fine motor challenge</li> <li>- Weekly passport challenges</li> </ul>	<p><u>Fine Motor Skills:</u> I can form letters correctly using the tripod grip. I can develop the foundations of a handwriting style which is fast, accurate and efficient. I can use a range of small tools competently. I can show accuracy and care with drawing.</p> <ul style="list-style-type: none"> <li>- Daily handwriting</li> <li>- Fine motor challenges</li> <li>- Weekly passport challenges</li> </ul>
Literacy	<p><u>Comprehension</u> I can look at a book, hold it the correct way and turn the pages correctly.</p> <ul style="list-style-type: none"> <li>- Story time</li> <li>- Talk through stories</li> <li>- Reading area</li> <li>- No Outsiders</li> </ul>	<p><u>Comprehension:</u> I can enjoy books and engage with them. I can talk about what I can see and answer questions.</p> <ul style="list-style-type: none"> <li>- Story time</li> <li>- Talk through stories</li> <li>- Reading area</li> </ul>	<p><u>Comprehension:</u> I can use newly introduced vocabulary and talk about the texts.</p> <ul style="list-style-type: none"> <li>- Non-fiction focus</li> <li>- No Outsiders</li> <li>- Talk through stories</li> </ul>	<p><u>Comprehension:</u> I can retell stories and talk about the characters. I can act out stories I have read.</p> <ul style="list-style-type: none"> <li>- Traditional Tales focus</li> <li>- Talk through stories</li> </ul>	<p><u>Comprehension:</u> I can anticipate key events in stories. I can use new language appropriately from learnt stories, non-fiction, rhymes and poems during role play.</p> <ul style="list-style-type: none"> <li>- Talk through stories</li> <li>- No Outsiders</li> </ul>	<p><u>Comprehension:</u> I can answer questions about what I have read. I can use my own words to retell stories using new vocabulary</p> <ul style="list-style-type: none"> <li>- Talk through stories</li> <li>- Retell stories from other cultures</li> </ul>

	<u>Word Reading: (Phonics RWI)</u> Say individual graphemes and blend sounds together.	<u>Word Reading: (Phonics RWI)</u> Read words and captions using my phonic knowledge (CVC).	<u>Word Reading: (Phonics RWI)</u> Recognise taught digraphs in words (special friends SET 1). Blend sounds together to read.	<u>Word Reading: (Phonics RWI)</u> I can read words and simple sentences. I can read common exception words (red words). I can read words with digraphs in them. I can read simple sentences.	<u>Word Reading: (Phonics RWI)</u> I can read longer sentences. I can read words containing 4 and 5 sounds.	<u>Word Reading: (Phonics RWI)</u> I can read books which match my phonics ability - reading sentences which match my phonics ability. I am developing fluency.
	<u>Writing:</u> I can make marks and give them meaning. I can write my own name. - Daily registration - Phonics RWI	<u>Writing:</u> I can spell words by segmenting the sounds within them. - Phonics RWI - Winnie the Witch writing - Letter to Santa writing	<u>Writing:</u> I can write a range of words using my phonic knowledge. - Phonics RWI - Daily challenges - Bog Baby/Forest Schools Day writing	<u>Writing:</u> I can write labels and captions using my phonic knowledge. - Phonics RWI - Daily challenges	<u>Writing:</u> I can write simple phrases and sentences. - Phonics RWI - Daily challenges - Fruit Kebab plan writing - When I grow up writing - Life cycle writing	<u>Writing:</u> I can check if my sentence makes sense by re-reading it. I am beginning to use capital letters, full stops and finger spaces. - Phonics RWI - Daily challenges - Growing writing - Farm focus write - Transition writing - all about me for my new school teacher
	<u>Handwriting:</u> Gross and fine motor skills Mark making Name writing Tripod/pencil grip with mark making tools and pencil Segment simple words for writing  Letter join - PATTERNS - LETTER FAMILIES - long ladder - LETTER FAMILIES - Curly caterpillar		<u>Handwriting:</u> Gross and fine motor skills Handling scissors pencils and glue effectively Hold scissors/pencils correctly Write simple words phonetically Write short sentences using phonic strategies  Letter join - LETTER FAMILIES - One armed robots - LETTER FAMILIES - ZIG ZAG - REVISIT misconceptions		<u>Handwriting:</u> Gross and fine motor skills Use a tripod grip to write and draw Form letter correctly using a tripod grip Write simple phrases and sentences  Hold a pencil accurately for fluency in writing Letter join - EASY WORDS - HARDER WORDS	
	<u>Phonics:</u> Read single letter Set 1 sounds <u>Set 1B:</u>  16 sounds (first 16 sounds) 	<u>Phonics:</u> Read all Set 1 sounds, blend sounds into words orally <u>Set 1C:</u>  25 sounds (all Set 1 single letter sounds) 	<u>Phonics:</u> Blend sounds to read words; read short Ditty stories. <u>Ditties:</u> 25 sounds (all Set 1 single letter sounds) 	<u>Phonics:</u> Read Red Storybooks. <u>Red Ditty Books:</u>   31 sounds (Set 1 Special Friends)	<u>Phonics:</u> Read Green Storybooks; read some Set 2 sounds <u>Green books:</u>   35 sounds (4 double consonants)	<u>Phonics:</u> Read Green Storybooks; read some Set 2 sounds <u>Green/Purple books:</u>   41 sounds (first 6 Set 2 sounds)
Mathematics	<u>Number:</u> I can count objects, actions and sounds. I am learning my school and classroom routine. - Visual timetable - Counting - Calendar/Days of the week	<u>Number:</u> I can subtitle. I can link the number symbol (numeral) with its cardinal number value - 1-3 Understand the 'one more than/one less than' relationship between consecutive numbers.	<u>Number:</u> I can link the number symbol (numeral) with its cardinal number value - 1-8. I understand the 'one more than/one less than' relationship between consecutive numbers.	<u>Number:</u> I can compare numbers. I can link the number symbol (numeral) with its cardinal number value.	<u>Number:</u> I can count beyond ten. I am building my knowledge beyond 10.	<u>Number:</u> I have a deep understanding of number to 10, including the composition of each number I know my bonds to 5 and 10 I know double facts and odd and evens.
	<u>Numerical Patterns:</u> I can select, rotate and manipulate shapes in order to develop spatial reasoning skills. - Loose parts I can continue, copy and create repeating patterns. I can compare amounts: greater than/less than.	<u>Numerical Patterns:</u> I can explore the composition of numbers to 5. I know 2D shapes. I understand positional language.	<u>Numerical Patterns:</u> Automatically recall number bonds for numbers 0-5. Compare length, weight and capacity.	<u>Numerical Patterns:</u> Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-10. I know 3D shapes. I can recognise and create repeating patterns (AAB).	<u>Numerical Patterns:</u> I can verbally count beyond 20, recognising the pattern of the counting system. I can select, rotate and manipulate shapes in order to develop spatial reasoning skills. - Loose parts shape pics (IPAD OBS/picture) I can compose and decompose shapes so that children recognise a shape can have other shapes within it just as numbers can.	<u>Numerical Patterns:</u> I can explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. I can build a map using spatial reasoning.
	<u>White Rose Maths:</u> Getting to know you/Just like me: Settling in/AoP. Times of day, class routines, where do things belong – Positional language. Number: Match and sort, compare amounts. Measure/Shape and Spatial Thinking: Compare size, mass & capacity. Exploring Pattern	<u>White Rose Maths:</u> It's me 1,2,3/ Light and Dark: Number: Representing, comparing and composition of 1,2,3,4 & 5 Measure/Shape and Spatial Thinking: Circles, triangles, shapes with 4 sides, positional language and time.	<u>White Rose Maths:</u> Alive in 5/Growing 6,7,8: Number: Introducing zero. Comparing numbers to 5. Composition of 4,5,6,7 & 8. Combining 2 amounts. Making pairs. Measure/Shape and Spatial Thinking: Compare Mass and capacity (2) Length, Height and Time.	<u>White Rose Maths:</u> Building 9 and 10/Consolidation: Number: Counting to 9 & 10. Comparing numbers to 10. Bonds to 10 Measure/Shape and Spatial Thinking: 3D-shapes. Pattern (consolidation)	<u>White Rose Maths:</u> To 20 and Beyond/First Then Now: Number: Building Numbers beyond 10, Counting patterns beyond 10. Adding more, Taking away. Measure/Shape and Spatial Thinking: Match, Rotate and Manipulate (1) Compose and Decompose (2)	<u>White Rose Maths:</u> Find My pattern/On the move: Number: Doubling, Sharing & Grouping. Even & Odd. Deepening understanding patterns and relationships. Measure/Shape and Spatial Thinking: Spatial Reasoning (3) Visualise and Build. Spatial Reasoning (4) Mapping
	<u>Past and Present:</u> I can name and describe people who are familiar to them. - Treasure box discussion	<u>Past and Present:</u> I can talk about the lives of people around me. - Grandparents Day	<u>Past and Present:</u> I know some similarities and differences between things in the past and now.	<u>Past and Present:</u> I can compare and contrast characters from stories, including figures from the past.	<u>Past and Present:</u> I know about the past and how things have changed.	<u>Past and Present:</u> I can understand the past through settings, characters and events encountered in books read in class and storytelling.
Understanding the World						

	<p>- All about me</p> <p>I know about my life and how I have changed.</p>	<p>Talk about the lives of the people around them and their roles in society.</p>			<p>- Schools a long time ago (Homework - discuss with Grandparents/family members)</p> <p>- Bring a baby photo in to compare themselves now and then</p>	<p>I know some similarities and differences between things in the past and now.</p> <p>- Seaside holiday in the past topic</p>
	<p><b>People, Culture and Communities:</b></p> <p>I can talk about my family and the lives of the people around me and I can describe familiar people.</p> <p>- Treasure box discussion</p> <p>- All about me</p>	<p><b>People, Culture and Communities:</b></p> <p>I recognise that people have different beliefs and celebrate special times in different ways.</p> <p>- Christmas</p> <p>- Diwali</p>	<p><b>People, Culture and Communities:</b></p> <p>I can recognise that people have different beliefs and celebrate special times in different ways.</p> <p>- Chinese New Year</p> <p>- Pancake Day</p> <p>I know about people who help us.</p> <p>- Fire Brigade visit</p>	<p><b>People, Culture and Communities:</b></p> <p>I know about special places in the community.</p> <p>- Easter</p>	<p><b>People, Culture and Communities:</b></p> <p>I can describe my environment</p>	<p><b>People, Culture and Communities:</b></p> <p>I can talk about simple maps of Poppleton, York. I can talk about my locality and places I have been and I like to visit.</p> <p>- Map reading</p> <p>- Walks around school and the village</p> <p>I can explain some similarities and differences between life in this country and life in other countries.</p> <p>- Comparing contrasting environments</p> <p>- Handa's Surprise</p>
	<p><b>The Natural World:</b></p> <p>I can explore the natural world. I can describe what I see, hear and feel whilst outside.</p> <p>I can ask questions.</p> <p>- Senses walk</p> <p>- Exploring my new school environment</p>	<p><b>The Natural World:</b></p> <p>I can understand the effect of changing seasons I can describe what is similar and what is different using my observational skills</p> <p>- Autumn Walk</p> <p>- Autumn observations</p> <p>- Leaf printing</p> <p>- Daily Calendar and weather observations</p>	<p><b>The Natural World:</b></p> <p>I can describe what I see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>I recognise changes in states of matter.</p> <p>- Water freezing</p> <p>- Arctic and Antarctic</p>	<p><b>The Natural World:</b></p> <p>I can notice the changing season and observe and comment on Winter.</p> <p>I notice and observe change.</p> <p>- Senses walks - Spring observations</p> <p>- Forest School Day</p> <p>I can observe and discuss animals and their environments.</p> <p>I can draw pictures of animals and plants as observations.</p> <p>- Observational Spring drawings</p>	<p><b>The Natural World:</b></p> <p>I can make observations of growing plants, animals and life cycles.</p> <p>- Tadpoles - life cycle through real life experiences</p> <p>- I can observe and look after developing chickens, discussing the hatching process.</p> <p>I can name farm animals and their young.</p> <p>- Trip to Big Sheep Little Cow Bedale</p>	<p><b>The Natural World:</b></p> <p>I can observe and discuss the changes in season.</p> <p>- Summer walk</p> <p>- Minibeast hunts</p> <p>- Bug hotels</p> <p>- Seaside holidays</p> <p>- Planting and growing</p> <p>I know some similarities and differences between the natural world around me and can compare contrasting environments.</p>
	<p><b>Science:</b></p> <p>Ourselves - Humans/senses</p>	<p><b>Science:</b></p> <p>Seasonal changes</p>	<p><b>Science:</b></p> <p>Earth &amp; Space</p> <p>Changing states - Melting and freezing</p>	<p><b>Science:</b></p> <p>Materials/Floating and sinking</p> <p>Lifecycles</p> <p>Seasonal changes</p>	<p><b>Science:</b></p> <p>Being Healthy</p> <p>Planting and Growing</p>	<p><b>Science:</b></p> <p>Farming</p> <p>Planting and Growing</p> <p>Seasonal changes</p>
	<p><b>History:</b></p> <p><b>Ourselves</b></p> <p>Their own place in history by looking at our birthdays and recent events.</p>	<p><b>History:</b></p> <p><b>Festivals</b></p> <p>Significant events and people in history, such as Guy Fawkes and Bonfire Night.</p>	<p><b>History:</b></p> <p><b>Space</b></p> <p>Moon landings and compare them to current space travel.</p>	<p><b>History:</b></p> <p><b>Stories from the Past</b></p> <p>Hear stories from the past, including their parents' favourite stories from childhood, and compare them with tales of today.</p>	<p><b>History:</b></p> <p><b>Our World</b></p> <p>Discover how our lives are different from people in the past by looking at location, clothing &amp; social standards.</p>	<p><b>History:</b></p> <p><b>The Seaside</b></p> <p>What people did at the seaside in the past, and look at how this is similar or different to the present day.</p>
	<p><b>Geography:</b></p> <p>Developing a sense of self</p> <p>Exploring my environment</p> <p>Compare and contrast when noticing Senses and Nature walks to observe North and South Poles - Arctic and Antarctic</p>		<p><b>Geography:</b></p> <p>Our planet - Earth</p> <p>The solar system</p> <p>Growth and new life</p> <p>Animals and their habitats</p> <p>Our environment - place</p>		<p><b>Geography:</b></p> <p>'Our World' focus</p> <p>Local environment - school and local villages</p> <p>Use of maps</p> <p>Comparisons of our village to the city of York and other countries</p> <p>Focus - African village (Handa's Surprise)</p> <p>Comparisons to another country include - climates and environmental features, looking at the differences between them and our country and discussing why they might be different.</p>	
	<p><b>RE:</b></p> <p><b>Being Special</b></p> <p>Where do we belong?</p>	<p><b>RE:</b></p> <p><b>Incarnation</b></p> <p>Why do Christians perform Nativity Plays at Christmas?</p>	<p><b>RE:</b></p> <p>Which stories are special and why?</p>	<p><b>RE:</b></p> <p><b>Salvation</b></p> <p>Why do Christians put crosses in an Easter garden?</p> <p>Why is Easter special for Christians</p>	<p><b>RE:</b></p> <p><b>God/Creation</b></p> <p>Why is the word 'God' special to Christians?</p>	<p><b>RE:</b></p> <p>Which places are special and why?</p>
Expressive Arts and Design	<p><b>Creating with Materials:</b></p> <p>I can explore my creative environment and safely use a variety of tools effectively. I can create collaboratively, sharing ideas, resources and skills.</p> <p>I can mix colours.</p> <p>- Exploring creative provision</p>	<p><b>Creating with Materials:</b></p> <p>I can explore, use and refine a variety of artistic effects.</p> <p>I can create texture.</p> <p>- Poppy art piece</p> <p>I can respond to feelings and create lines and shapes.</p> <p>- Cy Twombly focus and exploration through mark making</p>	<p><b>Creating with Materials:</b></p> <p>I can create collaboratively, sharing ideas, resources and skills.</p> <p>I can explore joining techniques.</p> <p>- Junk modelling</p> <p>I can explore form, texture, shape, colour and line.</p>	<p><b>Creating with Materials:</b></p> <p>I can explore materials</p> <p>- Floating and sinking</p> <p>- Waterproof/not waterproof</p> <p>- Exploring materials for the Gingerbread Man's Boat</p> <p>I can return to and build on my previous learning, refining ideas and developing them.</p> <p>- PLAN/DO/REVIEW Gingerbread Man Water Vehicle</p> <p>- Test and review my boat design and think of ways to improve it</p> <p>I can create observational drawings.</p> <p>- Look closely at flowers, fruits and vegetables and draw them</p>	<p><b>Creating with Materials:</b></p> <p>I can explore, use and refine a variety of artistic effects to express their ideas and feelings. I can make use of props and materials when role playing characters in narratives and stories.</p> <p>- Warm and cool colours</p> <p>- Art - Kandinsky focus - shapes</p>	<p><b>Creating with Materials:</b></p> <p>I can share their creations, explaining the process I have used.</p> <p>- Forest school art</p> <p>I can evaluate my work.</p>

				using various media and identifying details		
	<u>Being Imaginative:</u> I can listen attentively and begin to move to music. I can develop storylines in my pretend play. I can sing Nursery rhymes and well known songs. - Daily focus on Nursery Rhymes transition settling in	<u>Being Imaginative:</u> I can sing in a group or on my own, increasingly matching the pitch and following the melody. I can perform songs and dances with others. I can take part in a performance with my peers - The Nativity Christmas Show	<u>Being Imaginative:</u> I can explore and engage in music making a dance, performing solo or in groups. I can create a storyline linked to the stories I have read.	<u>Being Imaginative:</u> I can talk about music, saying how it makes me feel. I can sing in time to a tune. I can move in time to music, keeping and following the beat with instruments. I can invent, adapt and recount narratives and stories with others.	<u>Being Imaginative:</u> I can talk about dance and performance art describing how it makes me feel.	<u>Being Imaginative:</u> I can perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. - Celebration Assembly - POPFEST spectacular
	<u>Music:</u> Nursery Rhymes	<u>Music:</u> Celebration Music unit and exploring sound	<u>Music:</u> Music and Movement	<u>Music:</u> Musical stories units	<u>Music:</u> Big Band, Transport	<u>Music:</u> Big Band, Transport
	<u>Art Focus:</u> AOP: creative, physical development with different tools - drawing and painting, self-portraits. ARTIST: Cy Twombly		<u>Art Focus:</u> Drawing, painting and printing (Form, texture, shape, colour, line), exploratory work ARTIST: Andy Goldsworthy		<u>Art Focus:</u> Painting (warm and cold colours, 2D shapes) ARTIST: Wassily Kandinsky	
	<u>DT:</u> Structures and junk modelling, Cooking and nutrition - soup Skiing Santa chimney		<u>DT:</u> Design floating boat, make boat - plan, do, review Testing materials, joins, floating and sinking, evaluating, designing, predicting, testing, constructing. Easter hanging egg decoration Flower threading		<u>DT:</u> Rainbow Fruit Kebab, Textiles: Bookmarks	
Computing	Develop as computational thinkers through a wide range of activities	Online Safety Day  To begin to understand and use different forms of technology  Be able to list ways that technology can be used in everyday life	Internet Safety Day - Safer Internet Day Have an age appropriate understanding of online safety and be able to express this in their own words	Develop as computational thinkers through a wide range of activities	Use technology to record their own learning - Loose parts pictures	Use technology to support them in their learning
Enrichment experiences	Forest School Day - Woodland Adventure Company	Grandparents Day - Christmas Crafts  Nativity Productions  Rev. Biddlestone Visit (Christmas Story)	Pancake Day  Chinese New Year	World Book Day + Author Visit  Someone Special celebration event  Rev. Biddlestone Visit (Easter Story)	Dentist Visitor	School Trip: Big Sheep, Little Cow (farm)  Graduation Day/Afternoon Tea
Assessments	Government Baseline Baseline ENTRY WELLCOMM HWL Log Phonics - Baseline and end of Autumn 1	End of Autumn Term Data Capture HWL Log Submit WELLCOMM Data to Council Phonics - end of Autumn 2	WELLCOMM Phonics - end of Spring 1	End of Spring Term Data Capture Phonics - end of Spring 2	WELLCOMM Phonics - end of Summer 1	End of Summer Term Data Capture Phonics - end of Summer 2/end of year judgement  Submit EYFSP
Interventions	Time to Talk Music Fine Motor	WELLCOMM Time to Talk Narrative Music Fine Motor Individual Speech and Language	WELLCOMM Time to Talk Narrative Music Fine Motor Individual Speech and Language	WELLCOMM Time to Talk Narrative Music Fine Motor Individual Speech and Language	WELLCOMM Time to Talk Fine Motor Writing Maths Individual Speech and Language	WELLCOMM Time to Talk Fine Motor Writing Maths Individual Speech and Language