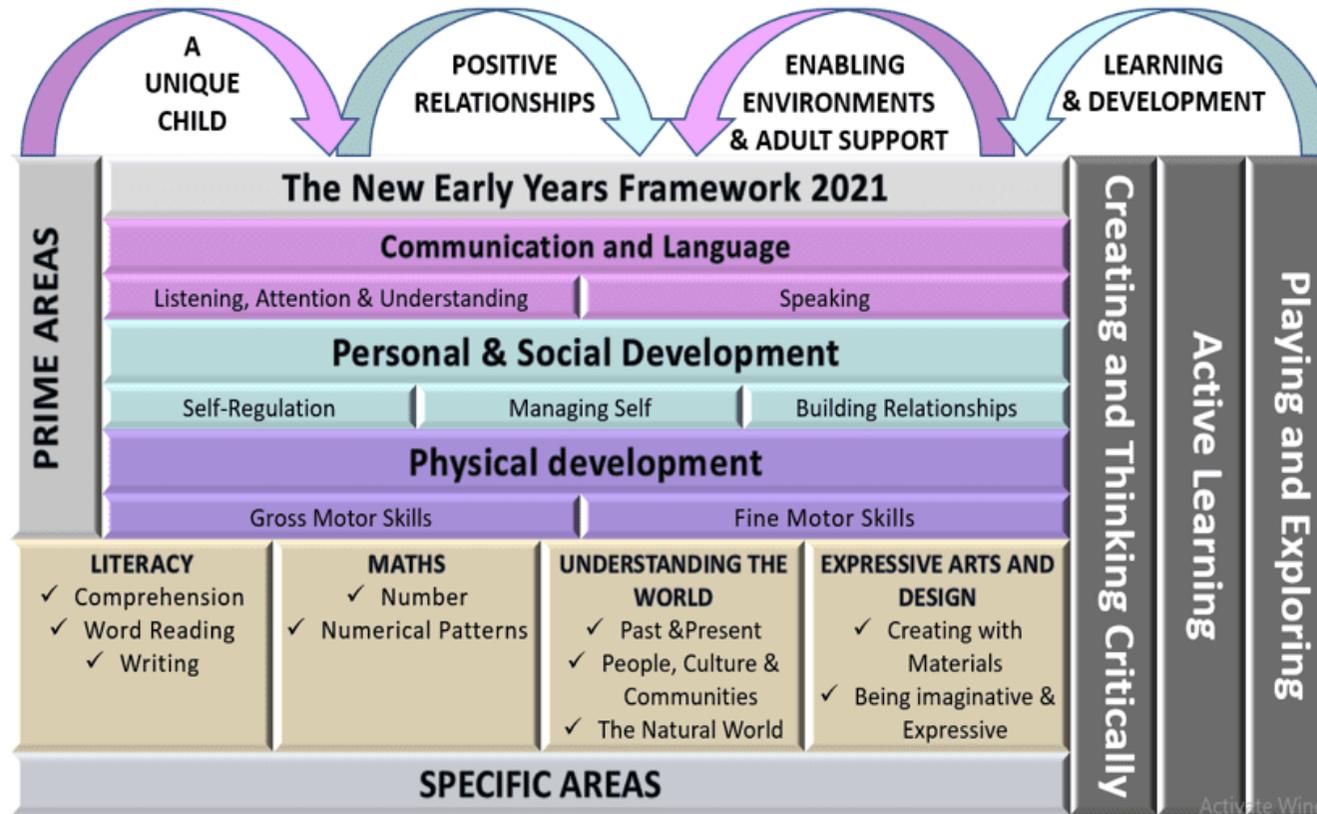


Reception Long Term Planning 2023-24

At Vernon Park Primary School we aim to support all children to reach their full potential and build a strong foundation for their future learning through challenging, engaging opportunities in a safe, supportive and stimulating environment.

It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.



In the EYFS at Vernon Park Primary School we plan for a dynamic curriculum rich in awe and wonder and full of memorable, engaging experiences. We provide a stimulating environment to provide exciting opportunities and to promote challenge, exploration, adventure and a real love of learning.



Our EYFS Curriculum Goals

<p>To become a</p> <p>Confident Communicator</p> <p>who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings</p>	<p>To become an</p> <p>Independent Individual</p> <p>who can follow the Classroom Rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy</p>	<p>To become a</p> <p>Fantastic Friend</p> <p>who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings</p>	<p>To become an</p> <p>Amazing Athlete</p> <p>who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment</p>
<p>To become a</p> <p>Talented Tool User</p> <p>who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence</p>	<p>To become a</p> <p>Brilliant Bookworm</p> <p>who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt)</p>	<p>To become a</p> <p>Wow Writer</p> <p>who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others</p>	<p>To become a</p> <p>Master of Maths</p> <p>who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5</p>
<p>To become an</p> <p>Exceptional Explorer</p> <p>who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places</p>	<p>To become a</p> <p>Compassionate Citizen</p> <p>who can help to look after their community and care for the environment, know some reasons why our home is special, have an awareness of other people's cultures and beliefs</p>	<p>To become a</p> <p>Proud Performer</p> <p>who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm</p>	<p>To become a</p> <p>Dynamic Designer</p> <p>who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it</p>

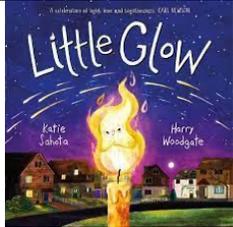
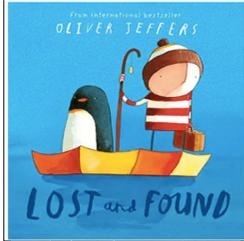
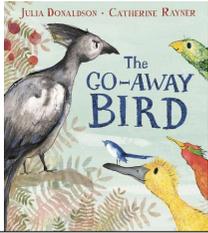
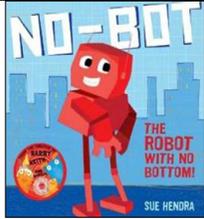
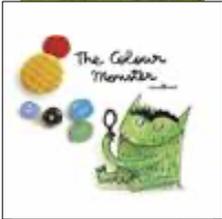
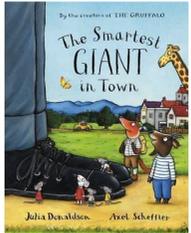


Our Core Stories

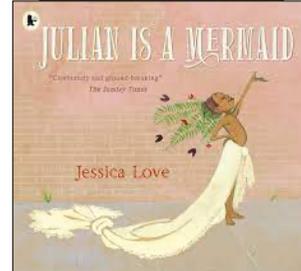
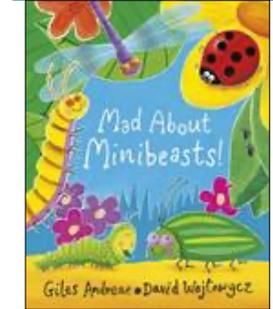
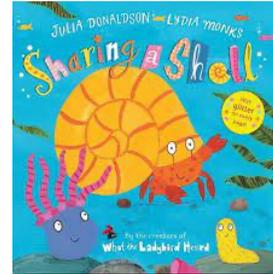
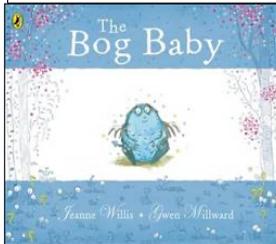
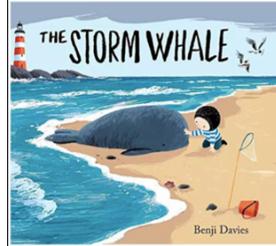
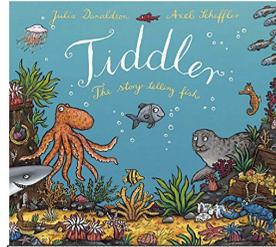
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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We have chosen a selection of 'Core Books' for children in the EYFS. These books are a mixture of classics and exciting new books across a range of styles and genres and exposing children to a range of characters, also chosen for their message linking to our school values. During their time in the EYFS we will return to these books regularly so children will get to know these books inside out. This will help them use stories, language, characters and ideas as part of their role play, art work, story-telling and eventually writing. We hope they are also books that children will enjoy sharing with their families too.

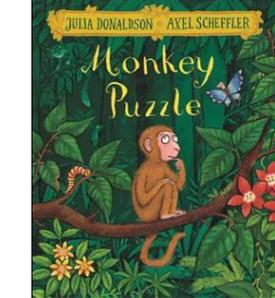
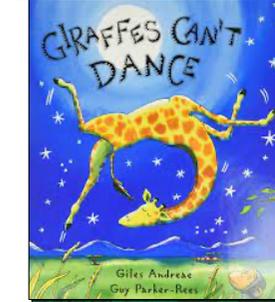
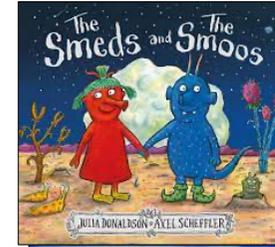
Reception



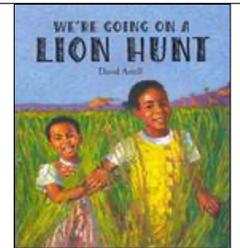
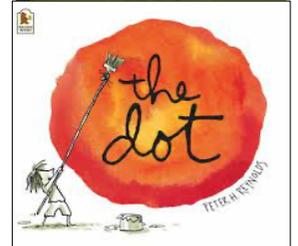
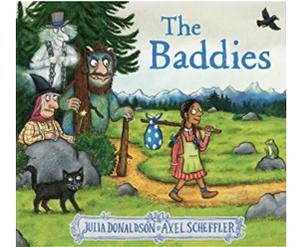
Traditional tale: The Gingerbread Man

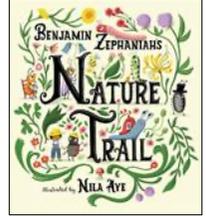
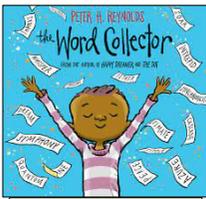


Traditional tale: Hansel and Gretel



Traditional tale: Jack and the Beanstalk





Vernon Park Primary School

Our Reception Curriculum

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Communication and Language The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
<p>Children will be learning to</p> <p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none">Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;Make comments about what they have heard and ask questions to clarify their understanding;Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking</p> <ul style="list-style-type: none">Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate					

- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Our pupils are faced with challenging texts on a daily basis and a good deal of the reading in our classrooms will include vocabulary that is unfamiliar and difficult.

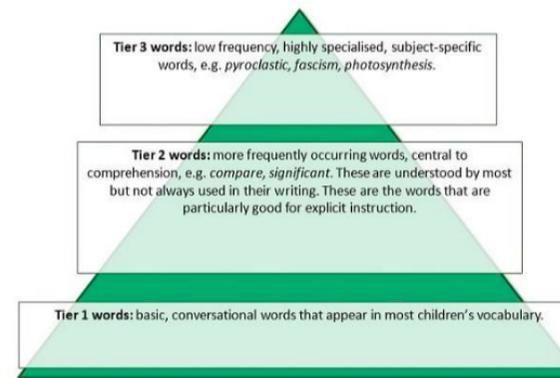
The words we use can be organised into three tiers:

We use Tier 1 words every day in the classroom.

Tier 3 words are the technical vocabulary we use in our curriculum subjects

However, the Tier 2 words need to be taught explicitly so that our children can use them to make sense of the Technical Tier 3 Vocabulary.

Words from tiers 2 and 3 will be chosen and taught weekly along with a concept word. Words will be Reception 3 words/ Nursery 1 word.



Concept words to be taught using Concept Cat



all
day
different
next to
night
same

after
before
first
last
some
most
old

back
empty
front
new
soft

behind
hard
heavy
large
long
short

around
between
less
tall
near
small

backwards
a bit
over
quick
side
through

- [Speech Link](#)
- [Language Link](#)
- [Word Aware](#)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Personal, Social and Emotional Development Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
<p>Children will be learning to: ELG: Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>ELG: Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>ELG: Building Relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs. 					
<p>School values- Kindness and empathy (Linked text- Smartest Giant in Town)</p>	<p>School values- Friendship and respect (Linked text- Go-away Bird)</p>	<p>School values- Honesty and responsibility (Linked text- Tiddler)</p>	<p>School values- Tolerance and fairness (Linked text- Sharing a Shell)</p>	<p>School values- Support and inclusion (Linked text- Smeds and Smoos)</p>	<p>School values- Challenge and resilience (Linked text- The Baddies)</p>
<div data-bbox="288 1190 535 1355" data-label="Image"> </div> <p>Monstrosity Wellbeing Wednesday</p> <ul style="list-style-type: none"> To boost self-esteem. To learn how to overcome worry. To learn about a growth-mindset. To learn about friendships. 		<div data-bbox="1003 1190 1218 1350" data-label="Image"> </div> <ul style="list-style-type: none"> To learn about the importance of routine. To learn how to show empathy and compassion. To learn mindful practices. To learn about self-knowledge and self-regulation. 		<div data-bbox="1680 1201 1960 1361" data-label="Image"> </div> <p>Mental Health Superheroes Wellbeing Wednesday</p> <ul style="list-style-type: none"> To learn the super power of using breathing exercises. To learn the super power of gratitude. 	

- To learn how to help self-belief.
- To learn about anger.
- To learn about thoughts and truth.
- To learn to solve problems.
- To learn about anxiety.
- To learn about self-care.
- To learn about self-love

- To learn to love yourself and be proud of who you are.
- To learn about friendships and healthy relationships.
- To learn about showing forgiveness.
- To learn about positive thinking and seeing the bigger picture.
- To learn about overcoming challenges.
- To learn about how community creates security.
- To learn about how taking risks makes you feel good.

- To learn the super power of understanding what can happen to your mind.
- To learn the super power of using your senses to become mindful.
- To learn the super power of watching your worries float away.
- To learn the super power of yoga.
- To learn the super power of music.
- To learn the super power of creating and making a safe space.
- To learn the super power of letting your imagination run wild.
- To learn the super power of looking to the future.
- To learn the super power of letting go of negative thoughts.

 **Think Equal Texts:**

Marvellous Me

- Understand the concepts of same and different
- Celebrate similarities and differences
- Demonstrate self confidence

These Feelings

- Understand that feelings come and go
- Demonstrate strategies for managing feelings

The Weather Inside Me

- Express their understanding of the mood metre
- Give examples of how emotions can feel like different types of weather
- Understand that feelings come and go

Ted the Lion Tamer

- Name different emotions

 **Think Equal Texts-**

The Secret Adventures of Anonmouse

- To perform acts of kindness
- To understand how small acts can inspire other acts of kindness

Curly the Chameleon

- Name at least 5 different emotions
- Understand levels of pleasantness and energy on the mood metre
- Recognise that all emotions are ok

Ahmed's Journey

- Name 5 senses
- Describe how it feels to have energy and to have no energy

Faisal's Not Himself

- Recognise that we all express feelings

 **Think Equal Texts-**

Biyu the Brave Pea

- Experience empathy
- Discuss nature and the cycle of life

Thabo and the Trees

- Show a sense of responsibility for the environment
- Understand how living things are connected

Passing Clouds

- Recognise the names of different feelings
- Recall strategies to help them manage their own feelings

Yoshi is Different

- Demonstrate confidence in themselves and their talents
- Show empathy to others who have different ideas or interests

 **Think Equal Texts:**

Nisha and the Tiger

- Show compassion for all creatures
- Express empathy for others

Francisco's Family

- Understand how families can be the same and how they can be different
- Identify things that make a family unique

Zelda Goes on Holiday

- Demonstrate compassion for others
- See things from a different perspective

The Monster in the Smoke

- Demonstrate an instance of critical thinking
- Understand they can seek out when something is unfair

 **Think Equal Texts:**

Nothando's Journey

- Identify unpleasant emotions
- Practice calming strategies
- Review the 5 senses

Reha to the Rescue

- Recognise various emotions
- Demonstrate how these emotions can be expressed
- Understand that all creatures are important and can be cared for in safe ways

A Tiny Seed: The story of Wangari Maathai

- Recognise the importance of trees
- Understand that one person can make a difference

 **Think Equal Texts:**

Gokul's Game

- Continue to name and identify emotions
- Describe what it feels like to be left out or to be included
- Name strategies that can help others to feel included

My Dream in the Drawer

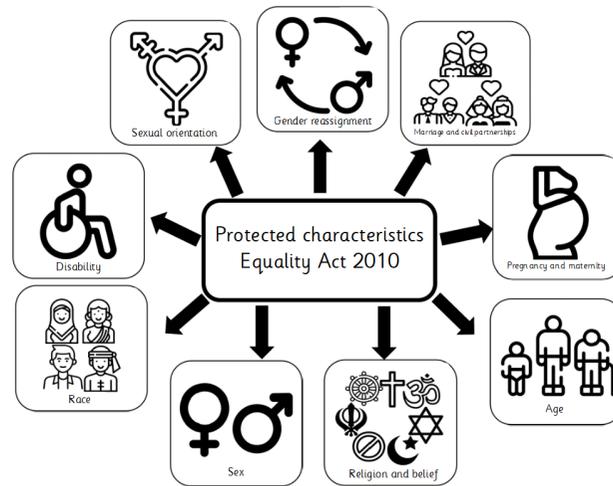
- Set a long term goal
- Understand that gender does not affect one's dreams

Sydney the Seahorse

- Discuss the diversity of skin colours positively
- Express that people's skin is different shades of brown

Deji and Nnedi and the Very

<ul style="list-style-type: none"> • Link emotions to feelings • Add strategies to their bank of calming strategies 	<ul style="list-style-type: none"> • Recognise that boys and girls can do the same things • Empathise with a victim 			<p>Our Home</p> <ul style="list-style-type: none"> • Demonstrate a sense of responsibility towards the environment • Explain one way to help the earth • Name one way to practise peace 	<p>Large Cushion</p> <ul style="list-style-type: none"> • Practise strategies for peaceful conflict resolution • Show perspective-taking skills
		<p>Dental Buddy Programme (OHF) and Dentist visit</p> <ul style="list-style-type: none"> - To think about why we have teeth - To discuss visiting the dentist - To know how to make healthy food choices <p>Children's Mental Health Week</p>			
<p>Circles are used throughout the year</p>					



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Physical Development</p> <p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					
<p>Children will be learning to:</p> <p>ELG: Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>ELG: Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. 					
Get Set 4 PE Introduction to Pe- Unit 2	Get Set 4 PE Fundamentals- Unit 2	Get Set 4 PE Dance- Unit 2	Get Set 4 PE Gymnastics- Unit 2	Get Set 4 PE Ball Skills- Unit 2	Get Set 4 PE Games- Unit 2
		Friendathon			Sports Day

- Funky Fingers Daily
- Dough Disco
- Beanbag Boogie
- Pen Disco

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Literacy It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>					
<p>Children will be learning to: ELG: Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate - where appropriate - key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 					
 <p>Children know the TT symbols and can identify characters, settings, problems and solutions in stories they share.</p>		<p>Children retell stories shared using the TT format</p> <p>Children begin to innovate stories from familiar texts with support by changing an element of TT.</p>		<p>Children create their own stories using the TT format.</p> <p>Children innovate stories from familiar texts independently by changing elements of TT.</p>	
<p>Use of DEAL Drama strategies to build children's understanding of characters and stories through the year.</p>					
<p>Children will be learning to: ELG: Word Reading</p> <p style="text-align: right;">* RWI typical progress through the scheme</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 					
*RWI: Set 1	*RWI: Set 1/ Blending/ Ditties	*RWI: Set 2/ Red Ditties	*RWI: Set 2/ Green	*RWI: Purple	*RWI: Pink
<p>Children will be learning to: ELG: Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others. 					

<p>Children will be experimenting with mark making and writing patterns in a range of mediums.</p> <p>They will begin to develop a dominant hand and work towards a tripod grip.</p> <p>Children will start to give meaning to marks and labels.</p> <p>Writing initial sounds and simple captions. Use initial sounds to label characters / images.</p> <p>Children will begin to write letters from their names.</p> <p>Daily name writing practice.</p>	<p>Labelling using initial sounds.</p> <p>Oralling telling stories sometimes with adults acting as scribes</p> <p>Writing CVC words with support.</p> <p>Writing simple captions about pictures.</p> <p>Forming letters correctly using RWI mnemonics.</p> <p>Sequence stories</p> <p>Daily name writing practice.</p>	<p>Writing some of the tricky words.</p> <p>Writing CVC words independently.</p> <p>Labels using CVC, CVCC, CCVC words.</p> <p>Guided writing based around developing short sentences.</p> <p>Daily handwriting.</p>	<p>Drawing and labelling our own story maps, writing captions, labels and simple sentences.</p> <p>Writing short sentences to accompany story maps.</p> <p>Form lower-case and capital letters correctly.</p> <p>Character descriptions.</p> <p>Daily handwriting.</p>	<p>Writing for a purpose in play using phonetically plausible attempts at words,</p> <p>Beginning to use finger spaces.</p> <p>Rhyming words.</p> <p>Innovation of familiar texts Using familiar texts as a model for writing own stories.</p> <p>Daily handwriting.</p>	<p>Writing sentences using a range of tricky words that are spelt correctly.</p> <p>Beginning to use full stops and finger spaces independently.</p> <p>Writing multiple sentences around a single theme.</p> <p>Daily handwriting.</p>
<p>World Poetry Day</p>	<p>Nursery Rhyme Week</p> <p>Longer text: The Nutcracker</p>	<p>National Storytelling Week</p> <p>Library Visit</p> <p>Longer text: The Lion, The Witch and The Wardrobe.</p>	<p>World Book Day</p>		<p>Longer text: The Wizard of Oz.</p>

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Mathematics</p> <p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
<p>Children will be learning to: ELG: Number</p> <ul style="list-style-type: none"> • Have a deep understanding of numbers to 10, including the composition of each number. • Subitise (recognise quantities without counting) upto 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>ELG: Numerical Patterns</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 					
<p>Block 1: Match, Sort and Compare</p> <ul style="list-style-type: none"> - Match objects - Match pictures and objects - Identify a set. - Sort objects to a type - Exploring sorting techniques - Create sorting rules - Compare amounts. <p>Block 2: Talk about measure and pattern</p> <ul style="list-style-type: none"> - Compare size - Compare mass - Compare capacity - Explore simple patterns - Copy and continue simple patterns 	<p>Block 3: It's me 1,2,3</p> <ul style="list-style-type: none"> - Find 1,2,3 - Subitise 1,2 and 3 - Represent 1, 2 and 3 - 1 more - 1 less - Composition of 1,2 and 3 <p>Block 4: Circles and Triangles</p> <ul style="list-style-type: none"> - Identify and name circles and triangles - Compare circles and triangles - Shapes in the environment - Describe position <p>Block 5: 1,2,3,4,5</p> <ul style="list-style-type: none"> - Find 4 and 5 - Subitise 4 and 5 - Represent 4 and 5 - 1 more 	<p>Block 6: Alive in 5</p> <ul style="list-style-type: none"> - Introduce zero - Finding 0-5 - Subitise 0-5 - Represent 0-5 - 1 more - 1 less - Composition - Conceptual subitising to 5 <p>Block 7: Mass and Capacity</p> <ul style="list-style-type: none"> - Compare mass - Find a balance - Explore capacity - Compare capacity 	<p>Block 8: Growing 6,7,8</p> <ul style="list-style-type: none"> - Find 6,7,8 - Represent 6,7,8 - 1 more - 1 less - Composition of 6,7,8 - Making pairs- odd and even - Double to 8 - Combine 2 groups - Conceptual subitising <p>Block 9: Length, height and time</p> <ul style="list-style-type: none"> - Explore length - Compare length - Explore height - Compare height - Talk about time - Order and sequence time 	<p>Block 12: To 20 and beyond</p> <ul style="list-style-type: none"> - Build numbers beyond 10 - Continue patterns beyond 10 - Verbal counting beyond 20 - Verbal counting patterns <p>Block 13: How many now?</p> <ul style="list-style-type: none"> - Add more - How many did I add? - Take away - How many did I take away? <p>Block 14: Manipulate, compose and decompose</p> <ul style="list-style-type: none"> - Select shapes for a purpose - Rotate shapes 	<p>Block 15: Sharing and grouping</p> <ul style="list-style-type: none"> - Explore sharing - Sharing - Explore grouping - Grouping - Even and odd sharing - Play with and build doubles. <p>Block 16: Visualise, build and map</p> <ul style="list-style-type: none"> - Identify units of repeating patterns - Create your own pattern rules. - Explore own pattern rules - Replicate and build scenes and constructions

<ul style="list-style-type: none"> - Create simple patterns. 	<ul style="list-style-type: none"> - 1 less - Composition of 4 and 5 - Composition of 1-5 <p>Block 6: Shapes with 4 sides</p> <ul style="list-style-type: none"> - Identify and name shapes with 4 sides - Combine shapes with 4 sides - Shapes in the environment - My day and night 		<p>Block 10: Building 9 and 10</p> <ul style="list-style-type: none"> - Find 9 and 10 - Compare numbers to 10 - Represent 9 and 10 - Conceptual subitising to 10 - 1 more - 1 less - Composition to 10 - Bonds to 10 (2 parts) - Make arrangements of 10 - Bonds to 10 (3 parts) - Doubles to 10 (find a double) - Doubles to 10 (make a double) - Explore even and odd <p>Block 11: Explore 3D shapes</p> <ul style="list-style-type: none"> - Recognise and name 3D shapes - Find 2D shapes within 3D shapes - Use 3D shapes for tasks - 3D shapes in the environment - Identify more complex patterns - Copy and continue patterns - Patterns in the environment 	<ul style="list-style-type: none"> - Manipulate shapes - Explain shape arrangements - Compose shapes - Decompose shapes - Copy 2D shape pictures - Find 2D shapes within 3D shapes 	<ul style="list-style-type: none"> - Visualise from different positions - Describe positions - Give instructions to build - Explore mapping - Represent maps with models - Create your own maps for familiar places - Create your own maps and plans for story situations. <p>Block 17: Make connections</p> <ul style="list-style-type: none"> - Deepen understanding - Patterns and relationship
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
<p>Children will be learning to: ELG: Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 					
<p>Children's family trees Guy Fawkes Christmas Story Comparison of objects from the past and current objects- toys/ clothing (Nutcracker)</p>	<p>Children's own timelines Comparison of objects from the past and current objects- farm machinery St George's Day- Castles</p>	<p>Local History Comparison of objects from the past and current objects- vehicles/ buildings</p>			
<p>Children will be learning to: ELG: People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non- fiction texts and (when appropriate) maps. 					
<p>RE: F5-Where do we belong?</p>	<p>RE: F4- Which times are special and why? Church visit</p>	<p>RE: F2- Which people are special and why? Vicar visit to school</p>	<p>RE: F1- Which stories are special and why?</p>	<p>RE: F3- Which places are special and why?</p>	<p>RE: F6- What is special about our world?</p>
<p>Exploration of immediate surroundings and outdoors</p>		<p>Exploration of seasons and hot and cold places</p>		<p>Exploration of our locality and contrasting localities.</p>	
<p>Children will be learning to: ELG: The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 					

Ongoing through the year taught through provision and/ or explicitly.

<p>Materials, inc. changing materials</p> <ul style="list-style-type: none"> - Explore a range of materials, including natural materials - Make objects from different materials, including natural materials - Observe, measure and record how materials change when heated and cooled - Compare how materials change over time and in different conditions 	<p>- <i>steam, liquid, boil, ice, wood, plastic, metal, glass, wool,</i></p>
<p>Humans</p> <ul style="list-style-type: none"> - Describe people who are familiar to them - Learn about how to take care of themselves 	<p><i>teeth, decay, cavity, healthy, unhealthy, energy, body parts, grow, brain, blood</i></p>
<p>Seasonal change</p> <ul style="list-style-type: none"> - Play and explore outside in all seasons and in different weather - Observe living things throughout the year 	<p><i>ice, freeze, melt, cold, temperature, warm, Autumn, Winter, Spring, Summer, grow, migrate, hibernate, bulb, seed, nest, egg</i></p>
<p>Animals, excluding humans</p> <ul style="list-style-type: none"> - Name and describe animals that live in different habitats. - Describe different habitats 	<p>- <i>living/ not living, common animals and biomes of the world,</i></p>
<p>Living things and their habitats</p> <ul style="list-style-type: none"> - Explore the plants in the surrounding natural environment - Explore the animals in the surrounding natural environment - Explore plants and animals in a contrasting natural environment 	<p><i>wet, dry, damp, dark, light, warm, cold, describing words for animals and plants</i></p>
<p>Sound</p> <ul style="list-style-type: none"> - Listen to sounds outside and identify the source - Make sounds 	<p><i>loud, quiet, instrument, volume</i></p>
<p>Forces</p> <ul style="list-style-type: none"> - Explore how to change how things work - Explore how the wind can move objects - Explore how objects move in water 	<p><i>push, pull, wheel, seesaw, heavy, light, turn</i></p>
<p>Light</p> <ul style="list-style-type: none"> - Explore shadows - Explore rainbows 	<p><i>light, dark, bright, shadow, colours, mix</i></p>
<p>Earth and space</p> <ul style="list-style-type: none"> - Learn about the Solar System and stars - Learn about space travel 	<p><i>light, dark, bright, day, night, Sun, moon, Earth, rocket, astronaut</i></p>

Name plants: Holly, evergreen, oak, acorn, conker.

Name animals: squirrel, badger, fox, rabbit, hedgehog, rabbit, mouse.

Name plants: snowdrop, bluebell, crocus

Name birds: Wood pigeon, magpie, robin, owl, blackbird, sparrow.

Name plants: lavender, sunflower, beans

Name animals: zoo animals and natural habitats e.g. lion-savannah, orangutan-jungle.

		Name farm animals and their young. E.g. cow/ calf, chicken/ chick, duck/ duckling, sheep/ lamb, pig/ piglet		Name minibeasts: woodlouse, snail, slug, worm, butterfly, caterpillar, bee, wasp, centipede.	
		Name fruits and vegetables:		Name different materials and know where they come from.	
Harvest Black History	Halloween Bonfire Night Remembrance Day Diwali Hanukkah Christmas Autumn	New Year Chinese New Year Valentine's Day Pancake Day Winter	Science Week Mothers' Day Holi Easter Spring	St George's Day Ramadan Eid	Father's Day Great Science Share Summer

Farmer Sam weekly visits throughout the year.

<p>Muddy Monday</p>  <p>Think Equal SEE Learning</p> <p>Exploring Kindness</p> <ul style="list-style-type: none"> · Recognize that we all want happiness and kindness · Create a personal drawing of kindness that they can use as a resource. <p>Group Agreements</p> <ul style="list-style-type: none"> · Explore our need for kindness in how we act with each other · Identify agreements that can help create a kind, caring room. 	<p>Muddy Monday</p>  <p>Think Equal SEE Learning</p> <p>Practising Kindness</p> <ul style="list-style-type: none"> · Begin developing ways of showing kindness based on the group agreements · Apply their understanding of kindness to concrete individual and collective kind actions <p>Kindness as an Inner Quality</p> <ul style="list-style-type: none"> · Express kindness in terms of actions and intentions · Recognize the difference between real kindness and apparent kindness. · Create their own definition of kindness <p>Recognising and Exploring Connections</p> <ul style="list-style-type: none"> · Recognise acts of kindness in their day · Recognise connections as something everyone shares · Recognise how the things we 	<p>Muddy Monday</p>  <p>Think Equal SEE Learning</p> <p>Exploring Sensations</p> <ul style="list-style-type: none"> · List vocabulary words that describe various sensations. <p>Help Now! Activities</p> <ul style="list-style-type: none"> · Practise paying attention to sensations · Learn 'Help Now!' strategies for regulating the body 	<p>Muddy Monday</p>  <p>Think Equal SEE Learning</p> <p>Help Now! Activities</p> <ul style="list-style-type: none"> · Continue to practise paying attention to sensations · Learn additional Help Now! strategies for regulating the body <p>Review</p> <ul style="list-style-type: none"> · Reflect on concepts and strategies taught over the course of SEE Learning lessons 	<p>Muddy Monday</p>  <p>Think Equal SEE Learning</p> <p>My Amazing Brain</p> <ul style="list-style-type: none"> · Understand that we all have a brain · Name three things the brain can do 	<p>Muddy Monday</p>  <p>Think Equal SEE Learning</p> <p>My Amazing Brain 2</p> <ul style="list-style-type: none"> · Understand that neurons create pathways in the brain · Understand that the brain is growing, and can always become stronger
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	need come from the acts of many others				
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Expressive Arts and Design The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>					
<p>Children will be learning to: ELG: Creating with Materials</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role-playing characters in narratives and stories. 					
<p>Access Art: Understanding Identity and Exploring Relationships Feeling connected</p>	<p>Access Art: Exploring the Natural World Being inspired by the world around us</p>	<p>Access art: Exploring the Power of Creativity Making Art</p>			
<p>Investigating colour, including naming and mixing. Investigating form through construction, shaping and modelling.. Investigating texture through simple collages with different materials. Investigating drawing through experimenting with a variety of tools. Investigating repeating patterns.</p>	<p>Investigating drawing by investigating different lines and using drawing to tell a story. Investigating colour through a variety of tools. Investigate texture through simple weaving. Investigate printing with a variety of objects. Investigate pattern through simple symmetry.</p>	<p>Investigate drawing by exploring different textures. Encourage accurate drawings of people, adding detail when drawing. Investigate printing by making rubbings. Investigate pattern creating repeating and irregular patterns.</p>			
<p>Use of DEAL Drama strategies to build children's understanding of characters and stories through the year.</p>					
<p>Children will be learning to: ELG: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 					
<ul style="list-style-type: none"> Listening and responding to different styles of music Singing and learning to play instruments within a song Learning to sing or sing along with nursery rhymes and action songs Share and perform the learning that has taken place 					
<p>Songs of the half-term:</p>	<p>Songs of the half-term:</p>	<p>Songs of the half-term:</p>	<p>Songs of the half-term:</p>	<p>Revisit songs and skills taught.</p>	<p>Revisit songs and skills taught.</p>

<ul style="list-style-type: none"> Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers 	<ul style="list-style-type: none"> I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song 	<ul style="list-style-type: none"> Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes 	<ul style="list-style-type: none"> Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey 		
	Nursery Rhyme Week		Take One Picture Art Week.		



Vernon Park Primary School

The Early Learning Goals

By the end of the EYFS children at the expected level of development will:

Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
ELG: Listening, Attention and Understanding <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being 	ELG: Self-Regulation <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able 	ELG: Gross Motor Skills <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. 	ELG: Comprehension <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and 	ELG: Number <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise 	ELG: Past and Present <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 	ELG: Creating with Materials <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design,

<p>read to and during whole class discussions and small group interactions;</p> <ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<p>to wait for what they want and control their immediate impulses when appropriate;</p> <ul style="list-style-type: none"> • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to following instructions involving several ideas or actions. 	<ul style="list-style-type: none"> • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<p>recently introduced vocabulary;</p> <ul style="list-style-type: none"> • Anticipate - where appropriate - key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<p>quantities without counting) upto5.</p> <ul style="list-style-type: none"> • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 	<ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>ELG: People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 	<p>texture, form and function.</p> <ul style="list-style-type: none"> • Share their creations, explaining the process they have used. • Make use of props and materials when role-playing characters in narratives and stories.
<p>ELG: Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and 	<p>ELG: Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; • Explain the reasons for rules, know right from wrong and try to behave accordingly; • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>ELG: Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others; • Form positive attachments to adults and friendships with peers; • Show sensitivity to their own and to others' needs. 	<p>ELG: Fine Motor Skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. 	<p>ELG: Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>ELG: Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that 	<p>ELG: Numerical Patterns</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to10, including evens and odds, double facts and how quantities can be 	<p>ELG: The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and 	<p>ELG: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

support from their
teacher.

can be read by
others.

distributed
equally.

changing states
of matter.