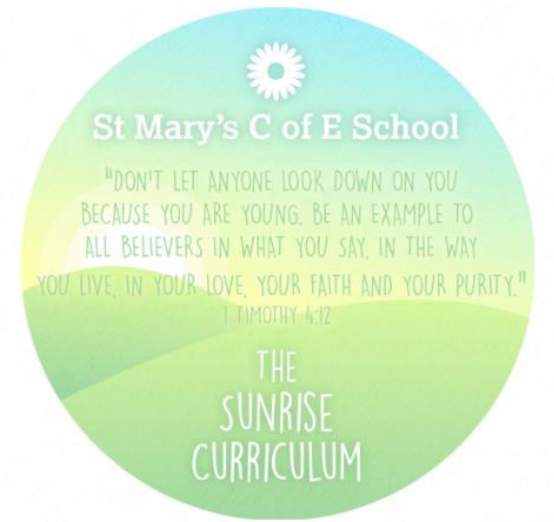
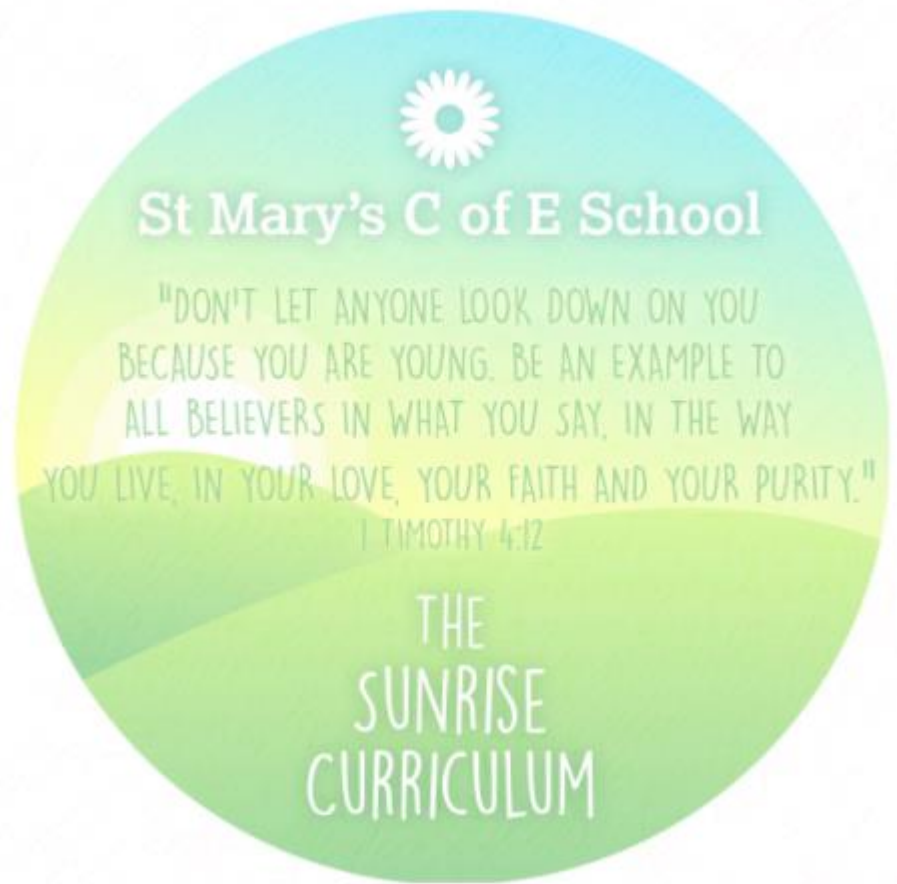


# SUNRISE CLASS RECEPTION 2022/2023



PLEASE NOTE THIS IS A WORKING DOCUMENT AND MAY BE SUBJECT TO CHANGE



Our school vision is  
'You are never too young  
to make a difference'.

'Don't let anyone look  
down on you because you  
are young. Be an  
example to all believers,  
in what  
you say, in the way you  
live, in your love, your  
faith and your purity.'

1 Timothy 4:12

# SUNRISE CLASS RECEPTION 2021/2022

At St Mary's C of E School, we believe that the Early Years Foundation Stage is crucial in securing solid foundations for lifelong learning. It is our intent that the children who enter our EYFS develop physically, cognitively, emotionally and spiritually whilst flourishing under our sunrise curriculum underpinned by a strong Christian ethos. We believe that all children deserve to be valued as an individual and we are passionate in allowing all children to achieve their full, unique potential.

In the Foundation Stage we follow the Early Years Foundation Stage Curriculum (EYFS). We support our children to become independent and collaborative learners by providing a range of activities and experiences. Our curriculum is co-designed by teachers and children where an enquiry based approach enables children to lead learning suitable for their unique needs and stage of development resulting in high engagement levels. Through these experiences we encourage children to take risks, discover and make links between their explorations.

In our classroom, you may see children playing alone or with their peers, deciding on resources and choosing how to spend their time. You may see a child playing and listening to an adult, who is modelling how to achieve something or teaching a new skill that interests the child.

Adults may scaffold a children's play. This involves taking their play to higher levels of learning, entering the play as a co-creator and helping to provide a framework for the children to go from "what they know" to "what else they could know"! Scaffolding enables a child to solve a problem, carry out a task or achieve a goal which is just beyond his or her abilities. During play, where foundational social and emotional skills are developed, scaffolding is a bridge to new skill levels using three key ingredients; modelling the skill, giving clues and asking questions while the child is trying out a new skill, and then as the child approaches mastery, withdrawing the support.

## WHAT WILL I SEE IN SUNRISE CLASS?

The new statutory framework does not prescribe a particular teaching approach. The DfE (2021) state, in the framework (p16) that "Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults."

Our EYFS team decide what we want our children to learn in our classroom, through our provision, and the most effective ways to teach it. Each day, we stimulate children's interests, respond to each child's emerging needs and guide their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and develop their skills throughout the reception year, we use more direct teaching and modelling and plan specific sequences of lessons. These strategies help us to focus on teaching the essential skills and knowledge in specific areas of learning so that children develop the skills and confidence required for the end of their Reception year.

# THE STATUTORY EARLY YEARS FRAMEWORK

The Early Learning Goals (ELGs) are the knowledge, skills and understanding which young children should have acquired by the time they reach the age of five.

There are three prime areas of learning:

Communication and Language Development

Personal, Social and Emotional Development

Physical Development

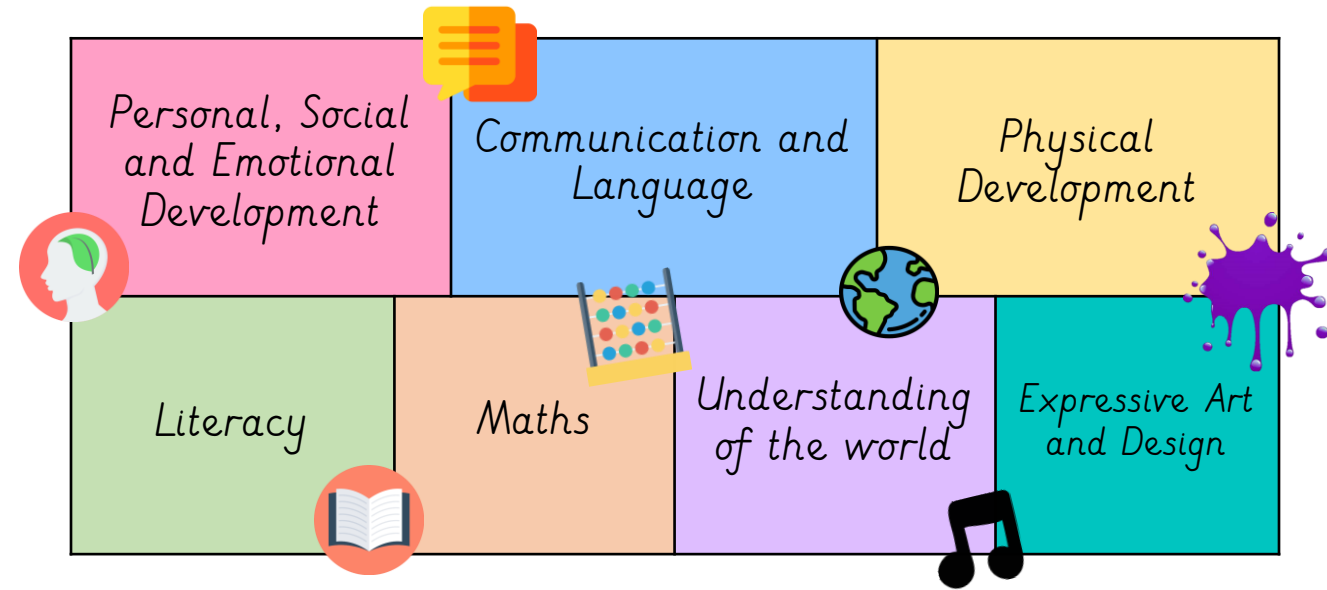
There are four core areas of learning:

Literacy

Maths

Understanding the World

Expressive Arts and Design

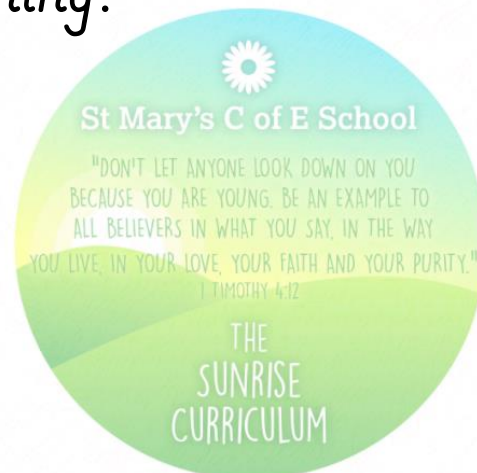


## CHARACTERISTICS OF EFFECTIVE LEARNING

In addition, the 'Characteristics of Effective Learning' underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The Characteristics of Effective Learning are:

- Playing and exploring-engagement
  - Active learning-motivation
- Creating and thinking critically-thinking





# PLANNING IN THE EARLY YEARS

Our planning focuses on the children's needs, their interests and their stages of development. We seek opportunities to make links between the areas of learning and plan next steps accordingly.

We deliver the curriculum through planned, purposeful play as well as adult-directed learning to enable the children to build on what they already know. In class the children may be taught as a whole class, in small groups or individuals to ensure that all children are progressing from their own individual starting point.

## OUR BIG QUESTIONS

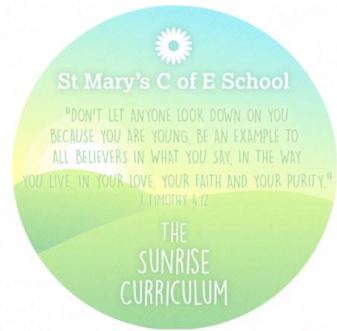
We explore all seven areas of the curriculum through our 'Big Questions'. Our broad and balanced questions aim to provide the children with the knowledge and skills they require to support them in their life-long learning.

Topics and themes remain flexible and will follow the children's needs and interests. We encourage the children to guide us in shaping their learning experiences. The team discuss with the children about what they are interested in and which skills they would like to develop further. Children are encouraged to bring books and resources that interest them into school to share with their peers.

- What makes me shine?
- What happened once upon a time?
- Where do you come from?
- Will I grow as big as you?
- Where can time take you?
- Can I make a difference?

We provide a challenging, exciting and attractive learning environment that offers high-quality opportunities for the children to learn through play within the classroom and outside. Sunrise class has continuous provision that is designed to offer practical, open-ended learning opportunities where children are enabled to think creatively and imaginatively whilst becoming organized, independent and responsible learners. The children are supported to explore how resources can be adapted and use their skills in a variety of contexts. We develop problem-solving skills through open-ended tasks and encourage children to share their thinking with others.

# SUNBEAM WEEK - ASSESSMENT



Our Sunbeam weeks aim to deep dive into the to deep dive into the holistic development of the child clearly identifying their current stages of development, individual interests, and next steps. Staff will spend quality time with the Sunbeam children during targeted sessions, parents will contribute with their views from home, and children will contribute their voice to gain a deep understanding of the individual.

Children will have one Sunbeam week per half term with all evidence collected in their Sunbeam book and shared with all staff and parents. During this week, pictures, videos, 'wow moments', conversation transcripts, notes and creations will be collated, as well as examples of literacy, maths recorded in books and most importantly teacher judgements will decide what the child is achieving and where we go next to move their learning forwards. We assess the children against the non statutory framework 'Development Matters'.

	1	2	3	4	5	6	7	8
Autumn 1	WB 6 <sup>th</sup> Sep Baseline	WB 13 <sup>th</sup> Sep Baseline	WB 20 <sup>th</sup> Sep Blue	WB 27 <sup>th</sup> Sep Green	WB 4 <sup>th</sup> Oct Yellow	WB 11 <sup>th</sup> Oct Orange	WB 18 <sup>th</sup> Oct Red	
Autumn 2	WB 1 <sup>st</sup> Nov Settling In	WB 8 <sup>th</sup> Nov Blue	WB 15 <sup>th</sup> Nov Green	WB 22 <sup>nd</sup> Nov Yellow	WB 29 <sup>th</sup> Nov Orange	WB 6 <sup>th</sup> Dec Red	WB 13 <sup>th</sup> Dec	
Spring 1	WB 3 <sup>rd</sup> Jan Settling In	WB 10 <sup>th</sup> Jan Blue	WB 17 <sup>th</sup> Jan Green	WB 21 <sup>st</sup> Jan Yellow	WB 31 <sup>st</sup> Jan Orange	WB 7 <sup>th</sup> Feb Red	WB 14 <sup>th</sup> Feb	
Spring 2	WB 28 <sup>th</sup> Feb Settling In	WB 7 <sup>th</sup> March Blue	WB 14 <sup>th</sup> March Green	WB 21 <sup>st</sup> March Yellow	WB 28 <sup>th</sup> March Orange	WB 4 <sup>th</sup> April Red		
Summer 1	WB 25 <sup>th</sup> April Blue	WB 2 <sup>nd</sup> May Green	WB 9 <sup>th</sup> May Yellow	WB 16 <sup>th</sup> May Orange	WB 23 <sup>rd</sup> May Red			
Summer 2	WB 6 <sup>th</sup> June Settling In	WB 13 <sup>th</sup> June Blue	WB 20 <sup>th</sup> June Green	WB 27 <sup>th</sup> June Yellow	WB 4 <sup>th</sup> July Orange	WB 11 <sup>th</sup> July Red	WB 18 <sup>th</sup> July	WB 25 <sup>th</sup> July

## Baseline

During the first few weeks of the Autumn term the class teacher completes a baseline assessment on each child to decide which band of 'Development Matters' they are working within in each area of the curriculum. We check the preceding age band (3-4 years) and record any gaps that children may have and monitor who is not on track for these specific skills. This allows learning opportunities to be pitched appropriately and as well as providing a baseline of the children's attainment. This information is closely monitored to ensure that all children are making good progress.

# RECEPTION LONG TERM PLAN 21-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Our BIG questions</b></p> <p>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</p>	<p><b>What makes me shine?</b></p> <p>Starting school / my new class / New Beginnings Superheroes People who help us / Careers Staying healthy / Food / Human body How have I changed? My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe</p>	<p><b>What happened once upon a time?</b></p> <p>Traditional Tales Little Red Hen - Harvest Old favourites Familiar tales Library visits Gingerbread Man The Nativity At the Panto Christmas Lists Letters to Father Christmas</p>	<p><b>Where do you come from?</b></p> <p>Life cycles Safari Animals around the world Climates / Hibernation Down on the Farm Mini Beasts Animal Arts and crafts Night and day animals Animal patterns David Attenborough Happy Habitats</p>	<p><b>Will I grow as big as you?</b></p> <p>Plants &amp; Flowers Weather / seasons The great outdoors Forest School Planting seeds Make a sculpture: Andy Goldsworthy Reduce, Reuse &amp; Recycle Fun Science / Materials</p>	<p><b>Where can time take you?</b></p> <p>Dinosaurs Knights and Princesses Space Transport and Travel Pirates Family/ growing up When I grow up People who help us</p>	<p><b>Can I make a difference?</b></p> <p>Beach safety Under the sea Year 1 transition People who help us Aspirations Little people, BIG DREAMS</p>
<p><b>Possible Texts and Traditional Tales</b></p>	<p>Owl Babies Once there were Giants Stick Man The Smartest Giant The Colour Monster The Rainbow Fish Funny Bones The Big Book of Families Pete the Cat We are all different</p>	<p>The Jolly Postman <u>Goldilocks</u> Farmer Duck Hansel &amp; Gretel <u>The Ugly Duckling</u> Christmas Story / Nativity Rama and Sita The Christmas Pine</p>	<p>The Emperors Egg Aghh Spider! Tige who came to tea Handa's Surprise Lost and Found Tiddler Rosie's Walk Monkey Puzzle</p>	<p>The Tiny Seed Oliver's Vegetables The Very Hungry Caterpillar <u>Jack and the Beanstalk</u> One Plastic Bag Jasper's Beanstalk Tree, Seasons come and seasons go</p>	<p>The Snail and the Whale The Way back Home The Naughty Bus Mr. Gumpy's Outing The Train Ride Bob, The Man on the Moon Beegu Oi! Get off my train!</p>	<p>Lighthouse Keeper's Lunch The Journey Zoom Passport to Paris World Atlases Tiddler Little people, BIG DREAMS</p>
<p><b>'Wow' moments / St Marys Top 10</b></p>	<p>Forest School Church visit Spirituality day Autumn Trail Harvest Time Road Safety Birthdays Favourite Songs Talent show Roald Dahl Day Halloween</p>	<p>Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hannukah Black History Month Remembrance day Children in Need Anti- Bullying Week Christmas Lunch</p>	<p>Chinese New Year LENT Random Acts of Kindness Week Valentine's Day Internet Safety Day Animal dress up day Farm/ Zoo visit</p>	<p>Walk to Victoria Gardens / Picnic Planting seeds Easter time Nature Scavenger Hunt Vincent Van Gogh Study Mother's Day Queen's Birthday Science Week Eater Egg Hunt</p>	<p>Fossil hunting Flambards visit TBC Volcano experiment</p>	<p>Visit to the beach Under the Sea singing songs and sea shanties Father's Day Heathy Eating Week World Environment Day Anniversary of the NHS Pirate Day</p>



# RECEPTION LONG TERM PLAN 21-22

## St Mary's C of E School Values

## RE Syllabus

Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.

They will begin to understand and value the differences of individuals and groups within their own community.

Children will have opportunity to develop their emerging moral and cultural awareness.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Friendship</b> The story of The Paralyse Man friends who go above and beyond to show they care. (Luke 5)	<b>Trust</b> The story of Mary trusting God with the future and doing what's been asked of you. (Luke 1)	<b>Courage</b> The story of Ruth courage to go to a new place and start again. (Ruth 1-4)	<b>Hope</b> The story of the risen Jesus hope for new life. (John 20)	<b>Compassion</b> The story of The Good Samaritan caring for others. (Luke 10:30-37)	<b>Joy</b> The story of Abraham and Sarah's baby joy after waiting, joy in the miracle of life. (Genesis 18, 20)
<b>Why is the word God so important to Christians?</b> <i>Creation /God</i> <ul style="list-style-type: none"> <li>talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</li> <li>Retell stories, talking about what they say about the world, God, human beings <ul style="list-style-type: none"> <li>Think about the wonders of the natural world, expressing ideas and feelings</li> </ul> </li> <li>Say how and when Christians like to thank their Creator <ul style="list-style-type: none"> <li>Talk about what people do to mess up the world and what they do to look after it.</li> </ul> </li> </ul>	<b>Why is Christmas so special to Christians?</b> <i>Incarnation</i> <ul style="list-style-type: none"> <li>Talk about people who are special to them <ul style="list-style-type: none"> <li>Say what makes their family and friends special to them</li> <li>Recall simply what happens at a traditional Christian festival (Christmas)</li> </ul> </li> <li>Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus</li> <li>Retell religious stories, making connections with personal experiences</li> </ul>	<b>What places are Special and why?</b> <i>Thematic</i> <ul style="list-style-type: none"> <li>Talk about somewhere that is special to themselves, saying why <ul style="list-style-type: none"> <li>Recognise that some religious people have places which have special meaning for them</li> </ul> </li> <li>Talk about the things that are special and valued in a place of worship</li> <li>Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God</li> </ul> <p><u>Introduce additional faiths</u></p> <ul style="list-style-type: none"> <li>Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church</li> <li>Express a personal response to the natural world.</li> </ul>	<b>Why is Easter so Special to Christians?</b> <i>Salvation</i> <ul style="list-style-type: none"> <li>Recognise and retell stories connected with celebration of Easter <ul style="list-style-type: none"> <li>Say why Easter is a special time for Christians</li> </ul> </li> <li>Talk about ideas of new life in nature</li> <li>Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature</li> <li>Talk about some ways Christians remember these stories at Easter</li> </ul>	<b>Being special Where do we belong?</b> <i>Thematic</i> <ul style="list-style-type: none"> <li>Retell religious stories making connections with personal experiences <ul style="list-style-type: none"> <li>Share and record occasions when things have happened in their lives that made them feel special</li> </ul> </li> <li>Recall simply what happens at a traditional Christian infant baptism and dedication</li> <li>Recall simply what happens when a baby is welcomed into a religion other than Christianity</li> </ul>	<b>What times,stories are special and why?</b> <i>Thematic</i> <p>Talk about some religious stories</p> <ul style="list-style-type: none"> <li>Recognise some religious words, e.g. about God</li> <li>Identify some of their own feelings in the stories they hear</li> <li>Identify a sacred text e.g. Bible, Torah</li> <li>Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc.</li> </ul>



# RECEPTION LONG TERM PLAN 21-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General Themes</b>	<i>What makes me shine?</i>	<i>What happened once upon a time?</i>	<i>Where do you come from?</i>	<i>Will I grow as big as you?</i>	<i>Where can time take you?</i>	<i>Can I make a difference?</i>
<b>British Values</b> <i>Assemblies / Sharing Circles</i> These will mirror the principles and values of our school We will 'dip in and out of each area' each term as and when we need to.	<b>Mutual respect</b> We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.	<b>Mutual Tolerance</b> Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	<b>Rule of law</b> We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	<b>Individual liberty</b> We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	<b>Democracy</b> We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	<b>Recap all British Values</b> Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
<b>Assessment opportunities</b> (Cluster meetings to be confirmed)	Analyse Nursery Assessments In-house - Baseline data on entry National Baseline data by end of term EYFS team meetings Sunbeam weeks Phonic Intervention groups	Sunbeam weeks Baseline analysis Pupil progress meetings with in-house moderator Parents evening info EYFS team meetings Phonics assessments GLD Projections for EOY	Sunbeam weeks Phonics assessments EYFS team meetings	Sunbeam weeks Pupil progress meetings with in-house moderator Parents evening info EYFS team meetings GLD Projections for EOY	Sunbeam weeks Phonics assessments EYFS team meetings	Pupil progress meetings with in-house moderator Parents evening info EYFS team meetings EOY data Key Stage 1 transition meetings
<b>Parental Involvement</b>	Staggered Start Parents Evening Harvest Assembly Curriculum Meeting Proud Clouds Phonics workshop Sunbeam Week - Parent Voice	Proud Clouds Nativity Christmas Service Sunbeam Week - Parent Voice	Proud Clouds Stay and Read morning Easter Service Sunbeam Week - Parent Voice	Proud Clouds Parents Evening Art workshop / Gallery Share a story Sunbeam Week - Parent Voice	Proud Clouds Parents evening Sunbeam Week - Parent Voice	Proud Clouds Sunbeam Week - Parent Voice Share a story Parents Evening Teddy Bears Picnic Class Assembly Summer fair

# RECEPTION LONG TERM PLAN 21-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	What makes me shine?	What happened once upon a time?	Where do you come from?	Will I grow as big as you?	Where can time take you?	Can I make a difference?
Communication and Language	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> 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 <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation</b>, <b>story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</p>					
Whole EYFS Focus C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions.	<p><b>Welcome to EYFS</b> Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p><b>Tell me a story!</b> Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.</p>	<p><b>Tell me why!</b> Using language well Ask's how and why questions Discovering Passions Retell a story with story language Story invention talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p><b>Talk it through!</b> Settling in activities Describe events in detail time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it?" Sustained focus when listening to a story</p>	<p><b>What happened?</b> Settling in activities Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</p>	<p><b>Time to share!</b> Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>
Daily story times Circle time Songs/ Poetry						

# RECEPTION LONG TERM PLAN 21-22

## RECEPTION LONG TERM PLAN 21-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Personal, Social and Emotional Development</b>	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, 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.					
<b>Managing Self</b>	<b>Jigsaw</b> <b>Being me in my world</b> <ul style="list-style-type: none"><li>I understand how it feels to belong and that we are similar and different<ul style="list-style-type: none"><li>I can start to recognise and manage my feelings</li></ul></li><li>I enjoy working with others to make school a good place to be</li><li>I understand why it is good to be kind and use gentle hands<ul style="list-style-type: none"><li>I am starting to understand children's rights and this means we should all be allowed to learn and play</li></ul></li><li>I am learning what being responsible means</li></ul>	<b>Jigsaw</b> <b>Celebrating Differences</b> <ul style="list-style-type: none"><li>I can identify something I am good at and understand everyone is good at different things<ul style="list-style-type: none"><li>I understand that being different makes us all special</li></ul></li><li>I know we are all different but the same in some ways</li><li>I can tell you why I think my home is special to me</li><li>I can tell you how to be a kind friend</li><li>I know which words to use to stand up for myself when someone says or does something unkind</li></ul>	<b>Jigsaw</b> <b>Dreams and Goals</b> <ul style="list-style-type: none"><li>I understand that if I persevere, I can tackle challenges</li><li>I can tell you about a time I didn't give up until I achieved my goal<ul style="list-style-type: none"><li>I can set a goal and work towards it</li></ul></li><li>I can use kind words to encourage people</li><li>I understand the link between what I learn now and the job I might like to do when I'm older</li><li>I can say how I feel when I achieve a goal and know what it means to feel proud</li></ul>	<b>Jigsaw</b> <b>Healthy Me</b> <ul style="list-style-type: none"><li>I understand that I need to exercise to keep my body healthy<ul style="list-style-type: none"><li>I understand how moving and resting are good for my body</li></ul></li><li>I know which foods are healthy and not so healthy and can make healthy eating choices</li><li>I know how to help myself go to sleep and understand why sleep is good for me</li><li>I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet<ul style="list-style-type: none"><li>I know what a stranger is and how to stay safe if a stranger approaches me</li></ul></li></ul>	<b>Jigsaw</b> <b>Relationships</b> <ul style="list-style-type: none"><li>I can identify some of the jobs I do in my family and how I feel like I belong</li><li>I know how to make friends to stop myself from feeling lonely</li><li>I can think of ways to solve problems and stay friends</li><li>I am starting to understand the impact of unkind words</li><li>I can use Calm Me time to manage my feelings</li><li>I know how to be a good friend</li></ul>	<b>Jigsaw</b> <b>Changing Me</b> <ul style="list-style-type: none"><li>I can name parts of the body</li><li>I can tell you some things I can do and foods I can eat to be healthy</li><li>I understand that we all grow from babies to adults</li><li>I can express how I feel about moving to Year 1</li><li>I can talk about my worries and/or the things I am looking forward to about being in Year 1<ul style="list-style-type: none"><li>I can share my memories of the best bits of this year in Reception</li></ul></li></ul>
<b>Self - Regulation</b>						
<b>Jigsaw</b>						



# RECEPTION LONG TERM PLAN 21-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What makes me shine?	What happened once upon a time?	Where do you come from?	Will I grow as big as you?	Where can time take you?	Can I make a difference?
Physical development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, 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.					
Fine motor	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed More Ideas here: <a href="https://mrsunderwood.co.uk/product/50-fine-motor-activity-ideas/">https://mrsunderwood.co.uk/product/50-fine-motor-activity-ideas/</a>	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego
Daily Funky Fingers Activities	Cooperation games i.e. parachute games. Climbing indoor/ outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics ./ Balance	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics ./ Balance
Gross motor						
Weekly Forest School	Forest School's holistic approach encourages children to learn in a natural environment which is not only inspiring but also very calming. It will nurture their self esteem whilst also teaching resilience and risk taking. It enhances the children's communication skills and ability to work as a team. Forest school will equip children with a love and respect for the outdoors. Through attending regular sessions at Forest school, children's self confidence and resilience is boosted, therefore creating happy, healthy motivated learners. Forest School will provide an added 'action-packed' spice to the curriculum we offer at school. Children will develop their physical skills such as climbing, lifting, rolling, pushing pulling, balancing, coordination and core strength.					



# RECEPTION LONG TERM PLAN 21-22

Literacy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What makes me shine?	What happened once upon a time?	Where do you come from?	Will I grow as big as you?	Where can time take you?	Can I make a difference?
	It is crucial for children to develop a <b>life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension</b> and <b>word reading</b> . 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 <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the <b>speedy</b> working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and <b>composition</b> (articulating ideas and structuring them in speech, before writing)					
Comprehension - Developing a passion for reading	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter sound correspondences. Enjoys an increasing range of books	Making up stories with themselves as the main character Using Tales Toolkit strategy. Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letter sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read	Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events	Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Role play area book characters Explore a range of Nonfiction texts recognise types of texts	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story-it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.
	<b>Phonic Sounds:</b> RWI Set 1 whole class <b>Reading:</b> Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall.  Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge	<b>Phonic Sounds:</b> RWI Differentiated groups <b>Reading:</b> Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words.  Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.	<b>Phonic Sounds:</b> RWI Differentiated groups / Ditties <b>Reading:</b> Rhyming strings, common theme in traditional tales, identifying characters and settings.  Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' or 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.	<b>Phonic Sounds:</b> RWI Differentiated groups <b>Reading:</b> Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.  Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.  Children should not be required to use other strategies to work out words.	<b>Phonic Sounds:</b> RWI Differentiated groups: <b>Reading:</b> Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.  Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.	<b>Phonic Sounds:</b> RWI Differentiated groups <b>Reading:</b> Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.  End of term assessments Transition work with Year 1 staff

Children will visit the library weekly

Children will be working in different groups for Read Write Inc. SH Focus on consolidation of set 1 sounds and Set 2 Sounds, Green words . Ditty sheets, introduction of Red Ditty Books and Purple books for more confident readers.

# RECEPTION LONG TERM PLAN 21-22

## RECEPTION LONG TERM PLAN 21-22

### Writing

TFW used as stimulus across the year

Texts may change due to children's interests

Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What makes me shine?	What happened once upon a time?	Where do you come from?	Will I grow as big as you?	Where can time take you?	Can I make a difference?
<p>Texts as a Stimulus: Rhymes and poems</p> <p>Label characters</p> <p>Rosie's Walk Introduction to story telling. Prepositions</p> <p>NF Harvest time- On the farm</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages Create a Message centre!</p>	<p>Texts as a Stimulus: Rhymes and poems</p> <p>The Little Red Hen (Journey story) Sequence the story Speech bubbles</p> <p>Owl Babies (Tale of Fear) CVC words / simple sentence writing using high frequency words</p> <p>The Nativity - retell the story/ identify key events (Pictures. Text)</p> <p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for porridge.</p> <p>Help children identify the sound that is tricky to spell.</p> <p>Sequence the story Write a sentence</p>	<p>Texts as a Stimulus: Rhymes and poems</p> <p>The Gingerbread Man (Journey story) sentences using high frequency words, Retell parts of the story/ repeated refrains</p> <p>Handa's Surprise (Journey story) Retell the story in own words / reverse the journey Describe each animals Write new version</p> <p>NF Mini beasts/ Animal Fact File Compare two animals</p> <p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>Guided writing based around developing short sentences in a meaningful context. Create a story board.</p>	<p>Texts as a Stimulus: Rhymes and poems</p> <p>Jack and the Bean stalk Retell parts of the story / repeated refrains / speech bubbles</p> <p>Hungry Caterpillar - (Cumulative) Describe foods / adjectives</p> <p>NF Healthy Food My Menu / Bean Diary</p> <p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions life cycles Recount A trip to the park Character descriptions. Write 2 sentences</p>	<p>Texts as a Stimulus: Rhymes and poems</p> <p>(Journey story) Retell the story in own words / reverse the journey</p> <p>How to catch a star Oliver Jeffers Sequence the story, Retell the story, begin to sequence short sentences</p> <p>NF Dinosaur facts</p> <p>Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words.</p> <p>Acrostic poems</p>	<p>Texts as a Stimulus: Rhymes and poems</p> <p>The Ugly Duckling (Journey story) Retell the story/ begin to make changes to create your own version</p> <p>Big Blue Whale (Information Text) Write facts about whales</p> <p>Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description Rainbow Fish</p> <p>Write three sentences B, M &amp; E.</p>

# RECEPTION LONG TERM PLAN 21-22

## RECEPTION LONG TERM PLAN 21-22

TERM PLAN 21-22	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What makes me shine?	What happened once upon a time?	Where do you come from?	Will I grow as big as you?	Where can time take you?	Can I make a difference?
Maths	Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b> , develop a deep understanding of the <b>numbers to 10</b> , the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b> , including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning skills</b> across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b> , look for <b>patterns and relationships</b> , spot <b>connections</b> , <b>'have a go'</b> , <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.					
Power Maths	Unit 1: Numbers to 5  Unit 2: Comparing groups within 5  Unit 3: Shape (2D and 3D)  Unit 4: Change within 5  Unit 5: Number bonds within 5  Unit 6: Space		Unit 7: Numbers to 10  Unit 8: Comparing numbers within 10  Unit 9: Addition to 10  Unit 10: Measure (Length, height and weight)  Unit 11: Number bonds to 10  Unit 12: Subtraction  Unit 13: Exploring patterns		Unit 14: Counting on and counting back  Unit 15: Numbers to 20  Unit 16: Numerical patterns  Unit 17: Shape (Composing and decomposing shape)  Unit 18: Measure (Volume and capacity)  Unit 19: Sorting (Optional)  Unit 20: Time (Optional)	

In reception we prioritize knowing the 'numberness' of numbers to 20, counting forwards and backwards and identifying numerical patterns. We lay the foundations to solve basic addition and subtraction problems and work hard to recall the bonds between numbers to ten.



# RECEPTION LONG TERM PLAN 21-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What makes me shine?	What happened once upon a time?	Where do you come from?	Will I grow as big as you?	Where can time take you?	Can I make a difference?
<p><b>Understanding the world</b></p> <p><b>Geography</b></p> <p>VOCABULARY: Town, village, road, house, farm, world, globe, earth, map, hot, sunny, seasons, cold, snow, weather, manmade, natural</p> <p><b>History</b></p> <p>VOCABULARY: Today, yesterday, tomorrow, present, past, future, when I was little, remember, ago, order, sequence, old, new, then, now</p>	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. 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><u>Locational Knowledge</u></p> <p>Describe my own immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Name the village and city the school is located in. Look at aerial views and comment on buildings, open space, roads and other simple features</p> <p><u>Changes within living memory</u></p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Understand the ways I have changed.</p> <p>Talk about the changes that have happened within my family lifetime</p>	<p><u>Manmade and Natural Geography</u></p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps.</p> <p><u>Geographical Skills and Fieldwork</u></p> <p>To know how to use and draw information from a simple map, to make simple maps of imaginary communities, know that simple symbols are used to identify features on a map.</p> <p><u>Significant historical events, people and places in their own locality</u></p> <p>Identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Christmas- Then and Now</p> <p>Kenwyn Church Visit</p>	<p><u>Geographical Skills and Fieldwork</u></p> <p>Use and draw information from a simple map</p> <p>Interpret a range of sources of geographical information, including maps, diagrams, globes, photographs and geographical information systems, such as, Google Earth.</p> <p><u>Significant historical events, people and places in their own locality</u></p> <p>To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p><u>Manmade and Natural Geography</u></p> <p>To know about the signs of spring and the associated weather.</p> <p>To know that some things in the world are man-made, and some things are natural.</p>	<p><u>Place knowledge</u></p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps.</p> <p><u>Events beyond living memory</u></p> <p>Comment on images of familiar situations in the past</p> <p><u>The lives of significant individuals in the past</u></p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Space: Neil Armstrong (US astronaut)</p> <p>Dinosaurs: Mary Anning (palaeontologist)</p>	<p><u>Manmade and Natural Geography</u></p> <p>To know about the signs of summer and the associated weather e.g. and now identify the differences and similarities between the seasons</p> <p><u>Geographical Skills and Fieldwork</u></p> <p>Collect, analyse and communicate a range of data gathered through experiences of fieldwork.</p> <p>Describe my local beach environment using knowledge from observation, discussion, stories, non-fiction texts and maps TRIP</p> <p><u>The lives of significant individuals in the past</u></p> <p>Compare and contrast characters from stories, including figures from the past Little People, Big dreams collection Child interest</p>



# RECEPTION LONG TERM PLAN 21-22

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		What makes me shine?	What happened once upon a time?	Where do you come from?	Will I grow as big as you?	Where can time take you?	Can I make a difference?
<p><b>Understanding the world</b></p> <p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. 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><b>Science</b></p> <p>VOCABULARY Science, experiment, test, fair, why, senses, world, plants leaf, stem, root, flower, animals, humans, materials - waterproof, natural, change, growth, decay, environment</p>	<p><u>Working Scientifically</u></p> <p>Comments and asks questions about aspects of their familiar world such as the natural world, Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter, To know how to ask questions about the world the world through using my senses - feeling, hearing, seeing</p> <p><u>Designing</u></p> <p>Think about and discuss what I want to make , Discuss my work as it progresses</p> <p><u>Make</u></p> <p>Explore a variety of materials, tools and techniques, experimenting with design, form and function</p>	<p><u>Working Scientifically</u></p> <p>Talks about why things happen and how things work</p> <p><u>Everyday Materials</u></p> <p>Identify properties of materials and talk about similarities/ differences</p> <p><u>Cooking and Nutrition</u></p> <p>Begin to work safely and hygienically</p> <p>Make healthy choices in relation to eating, Know the importance of a healthy diet</p>	<p><u>Animals (including humans)</u></p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Talk about the features of their own immediate environment and how environments might vary from one another. (Farm/ Zoo trip)</p> <p>Make observations and draw pictures of animals and plants.</p> <p><u>Designing</u></p> <p>Use what I have learnt about materials, thinking about uses and purposes</p> <p><u>Making</u></p> <p>Explore different techniques for joining materials, such as how to use adhesive tape and different sorts of glue</p>	<p><u>Plants</u></p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant</p> <p>Developing an understanding of growth, decay and changes over time</p> <p>Identify similarities and differences in relation to living things</p> <p><u>Designing</u></p> <p>Discuss my work as it progresses</p> <p><u>Make</u></p> <p>Use a range of materials and tools with care and precision</p>	<p><u>Animals (including humans)</u></p> <p>Understand the life cycle of a human</p> <p>Identify which dinosaurs are meat or plant eaters</p> <p><u>Working Scientifically</u></p> <p>Explore and talk about different forces I can feel gravity, push and pull toys etc</p> <p><u>Evaluate</u></p> <p>Describe what I like and dislike about my creation</p> <p>Adapt work where necessary</p>	<p><u>Everyday Materials</u></p> <p>Identify similarities and differences in relation to materials</p> <p>Develop understanding of the need to respect and care for the natural environment and all living things reducing, recycling, reusing,</p> <p><u>Cooking and Nutrition</u></p> <p>Weigh using non-statutory measures e.g. spoons/cups.</p> <p>Begin to use some techniques e.g. mix, spread, knead</p>
	<p><b>DT</b></p> <p>VOCABULARY Plan, ideas, design, make, build, construct, join, shape, tools, change, like, dislike, different, improve, healthy, unhealthy, fruit, vegetable, clean, safe, ingredients, weigh, mix, knead, cut, sew</p>						

# RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	What makes me shine?	What happened once upon a time?	Where do you come from?	Will I grow as big as you?	Where can time take you?	Can I make a difference?
<b>EXPRESSIVE ARTS AND DESIGN</b>  <b>Art and Design</b>  VOCABULARY Mark-make, draw, lines, circles, colour, mix, primary, secondary, texture, form, sculpt, shape, print, art, techniques  <b>Music</b>  VOCABULARY Nursery rhymes, song, dance, move, instruments, percussion, change, beat, rhythm, tempo, pace, style, compose, perform	The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b> . It is important that children have regular opportunities to <b>engage with the arts</b> , enabling them to explore and play with a wide range of <b>media and materials</b> . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b> . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.  Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	Create collaboratively sharing ideas, resources and skills  Sing in a group or on their own, increasingly matching the pitch and following the melody - Harvest  <u>Mark making and drawing</u>  Begin to use a variety of drawing tools and techniques Draw with increasing complexity and detail, such as representing a face with a circle and including details. Show different emotions in their drawings happiness, sadness, fear etc.  <u>Artist Study</u>  Picasso  <u>Autumn - Unit 1</u>  Cross-curricular/topic-based focus: Me! - explore: growing, homes, colour, toys, how I look	Listen attentively, move to and talk about music, expressing their feelings and responses  Develop storylines in their pretend play  <u>Colour (painting, ink, pencils, crayon, pastels)</u>  Explore colour and colour mixing  Experimenting with and using secondary and primary colours  <u>Printing (found materials, fruit/veg, wood blocks, string)</u>  Print with variety of objects and colours  <u>Artist Study</u>  Wassily Kandinsky  <u>Autumn - Unit 2</u>  Cross-curricular and topic-based focus: My Stories - explore: using your imagination,  Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a time	Watch and talk about dance and performance art, expressing their feelings and responses  <u>Mark making and drawing</u>  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  <u>Printing (found materials, fruit/veg, wood blocks, string)</u>  Develop Print with a variety of objects and colours  <u>Artist Study</u>  Henri Matisse  <u>Spring- Unit 1</u>  Cross-curricular and topic-based focus: Everyone! - explore: family, friends, people and  music from around the world	Sing in a group or on their own, increasingly matching the pitch and following the melody - Easter  <u>Texture (textiles, clay, sand, stone)</u>  Explore and experiment with different textures  Safely use and explore a variety of materials.  <u>Printing (found materials, fruit/veg, wood blocks, string)</u>  Rubbings  <u>Artist Study</u>  Andy Goldsworthy  Van Gogh  <u>Spring - Unit 2</u>  Cross-curricular and topic-based focus: Our World - explore: animals, jungle, minibests, night and day, sand and water, seaside, seasons, weather, sea, space	Explore and engage in music making and dance, performing solo or in groups.  <u>Mark making and drawing</u>  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  <u>Form (3D work, clay, dough, boxes, paper sculpture)</u>  Handling, feeling, enjoying and manipulating materials Shape and model  <u>Artist Study</u>  Peter Thorpe  <u>Summer - Unit 1</u>  Big Bear Funk - A Transition Unit: A. Listen and Appraise B. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments C. Perform and Share	Explore and engage in music making and dance, performing solo or in groups.  <u>Form (3D work, clay, dough, boxes, paper sculpture)</u>  Experiment with different forms.  <u>Texture (textiles, clay, sand, stone)</u>  Explore and experiment with different textures  Safely use and explore a variety of materials.  <u>Artist Study</u>  Local Artist Tony Plant  <u>Summer - Unit 2</u>  Reflect, Rewind and Replay: Consolidation of learning and contextualising the history of music.

# Early Learning Goals for the end of the year

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p><b>ELG: Listening, Attention and Understanding</b></p> <p>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</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</p>	<p><b>ELG: Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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> <p><b>ELG: Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate where appropriate key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p><b>ELG: Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>ELG: Numerical Patterns</b></p> <p>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.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps.</p> <p><b>ELG: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.</p>

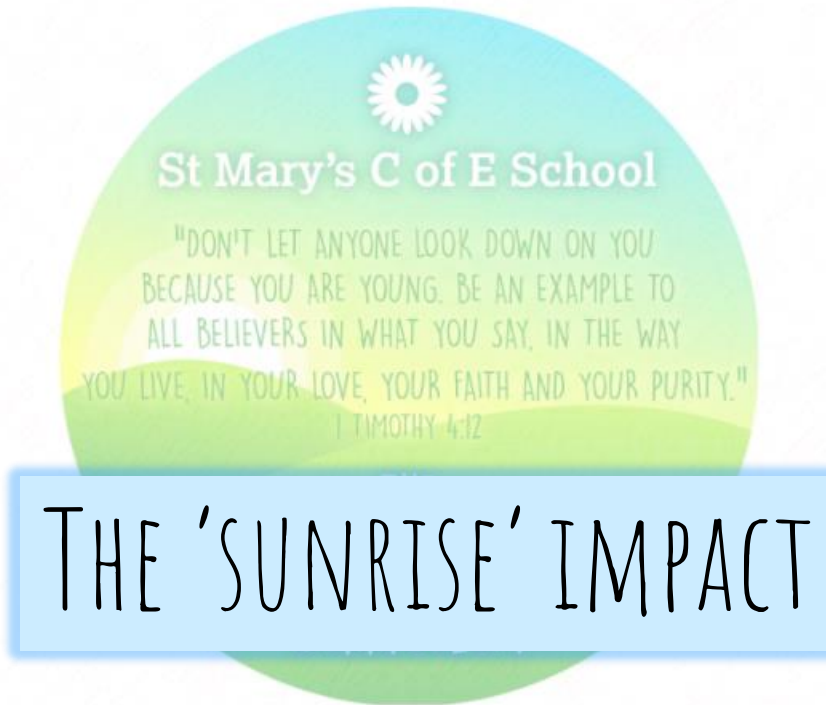


Children will leave with the confidence, resilience and motivation to solve problems, take risks, and push boundaries.

Children are appreciative of the lives of others, different cultures and communities beyond their own.

Children will know how to keep themselves healthy, maintain good hygiene, eat healthily and understand the importance of exercise.

Children see the beauty in everyday, playing, laughing and singing, finding joy in books, poems and music.  
They express their imagination and creativity freely allowing their unique personalities to shine through.



## THE 'SUNRISE' IMPACT

Children will be independent, resourceful and equip for learning, always ready to explore and expand their knowledge and skills.

Children chase the awe and wonder the world has to offer, always asking questions and never stopping until they find the answers.

Children are kind.

They know how to behave and consistently model this behaviour to their peers.

Children will broaden their understanding of the language of emotions and gain a greater understanding of their own feelings, and the feelings of others.