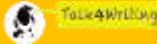


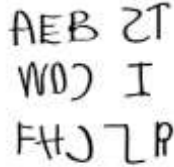


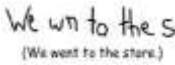
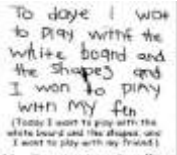


### Foundation Stage 2 Long Term Planning Overview – Cycle B

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Theme of Learning	It's All About You...	All Of the Lights...	The Story of My Life...	I Heard It Through the Grapevine...	Born to Be Wild...	Go Your Own Way...
<b>Reading Enhanced Curriculum</b>						
Topics are deeply rooted in developing a love of reading and are supported by quality key texts across a variety of genres (EY REC)						
Focus Texts – Linked to Talk 4 Writing 	<u><b>Fiction</b></u> Little Red Hen <i>Story Pattern:</i> Journey <i>Focus:</i> Description – Character <u><b>Non-Fiction</b></u> <i>Text:</i> My News <i>Text Type:</i> Oral Recount	<u><b>Fiction</b></u> Stick Man <i>Story Pattern:</i> Journey <i>Focus:</i> Openings and Endings <u><b>Non-Fiction</b></u> <i>Text:</i> Animals <i>Text Type:</i> Information	<u><b>Fiction</b></u> The Gingerbread Man <i>Story Pattern:</i> Journey <i>Focus:</i> Description - Setting <u><b>Non-Fiction</b></u> <i>Text:</i> How to bake gingerbread <i>Text Type:</i> Instructions	<u><b>Fiction</b></u> Oliver's Vegetables <i>Story Pattern:</i> Change Story <i>Focus:</i> Description – Character <u><b>Shakespeare Week</b></u> <i>Text:</i> Who was Shakespeare? <i>Text Type:</i> Information	<u><b>Fiction</b></u> Duck and the Truck <i>Story Pattern:</i> Journey <i>Focus:</i> Description – Setting <u><b>Non-Fiction</b></u> <i>Text:</i> Life Cycles <i>Text Type:</i> Information	<u><b>Fiction</b></u> <i>Text:</i> The Snail and the Whale <i>Story Pattern:</i> Journey <i>Focus:</i> Openings and Endings <u><b>Non-Fiction</b></u> <i>Text:</i> Postcards <i>Text Type:</i> Recount
Supporting Texts ( <i>Children to decide on story time books via book vote.</i>  <i>Top 30 Reads and LPFL books may also be used.</i> <b>Links to British Values</b>	<u><b>Fiction:</b></u> A Squash and A Squeeze Chicken Licken Handa's Hen The Story of the Little Mole Who Knew it was None of his Business Wow! Said the Owl Apple Trouble! Ouch! A T-Wit for a T-Woo There's a Tiger in the Garden <u><b>Non-Fiction:</b></u> We Are All Welcome Children Just Like Me People who Help Us Series Changing Seasons Bread We Love Festivals Black History: Discover Amazing People Little Leaders: Bold Women in Black History Little Leaders: Exceptional Men in Black History What to Look for in Autumn Learning about The Life Cycle of An Owl I Want to Be an Astronaut	<u><b>Fiction:</b></u> Stanley's Stick Guess How Much I Love You! All About Alfie My Dad My Mum How to Babysit a Grandad Katie Morag and the Two Grandmothers The Pet Shop The Ghost Train Funny Bones Winnie the Witch – Book Series The Way Back Home How to Catch a Star Pumpkin Soup <u><b>Non-Fiction:</b></u> Goodnight, Spaceman Weather Watch Roaring Rockets Popcorn Series: A Year of Festivals Diwali Rama and the Demon King Bonfire Night Noisy Paint Box Land Art	<u><b>Fiction:</b></u> The Knight Who Wouldn't Fight Keep Out! Troll How to Catch a Dragon The Princess and the Pea Mr Wolf's Pancakes Mama Panya's Pancakes Biscuit Bear Cake Mini Rabbit Not Lost Supertato – Book Series The Smartest Giant in Town <u><b>Non-Fiction:</b></u> Changing Seasons Chinese New Year Nadiya's Bake Me a Celebration Story Nadiya's Bake Me a Festive Story Nadiya's Bake Me a Story My Monster and Me Today I Am Strong Henry Moore at Kew Barbara Hepworth: What Do You See?	<u><b>Fiction:</b></u> Kitchen Disco Veg Patch Party Avocado Baby The Big Hungary Bear Trust Me, Jack's Beanstalk Stinks! The Little Gardener <u><b>Non-Fiction:</b></u> Easter Sparkles Life Cycle of a Broad Bean Life Cycle: Sunflower All about Vegetables: Food Zone Salad Easter New Life Cycles Life Cycles Tadpole to Frog	<u><b>Fiction:</b></u> Fix It Duck Captain Duck We're Going on an Egg Hunt The Wide-Mouthed Frog Oi Frog Oi Duck Billed Platypus Odd Dog Out Hairy Maclary at Donaldson's Diary Grrrrrrr! Rainbow Fish The Tiger Who Came to Tea <u><b>Non-Fiction:</b></u> DK: My First Farm DK: Farm Animals Pigs Cows Milk, Cheese, and Eggs Ranger Hamza's Eco Quest Let's Go for a Walk Little Children's Nature Activity Book: 1 Nature Trail: A Joyful Rhyming Celebration of Natural Wonders on our Doorstep Van Gogh: He Saw the World in Vibrant Colours Meet Van Gogh The Drawings of L.S. Lowry	<u><b>Fiction:</b></u> Lucy and Tom at the Seaside Alfie on Holiday The Storm Whale What the Ladybird Heard at the Seaside Sharing a Shell Grandma Bird Oi, Get Off Our Train! Mr Grumpy's Motorcar Picnic On the Way Home The Shopping Basket Mrs Honey's Hat Blow Away <u><b>Non-Fiction:</b></u> Weather Watch: Sun Gymnastics Dancing Where I Live: By the Seaside Cycling Football Summer: Changes in the Environment Going on Holiday! Meet Claude Monet David Hockney: Little People, Big Dreams Art: A Children's Encyclopaedia




<p><b>Joy Of Reading</b>                  Children get the chance to choose from our "Top 30" list as an additional home reader.                  These texts are to be used to support complimentary story time books.                  "Top 30" to be throughout provision alongside LPFL Top 30 Reads.</p>											
<p><b>Nursery Rhymes</b>                  Rhyme of the Week: The rhyme supports phonological awareness and patterns in sounds.                  (Links to Nursery Rhyme and Poetry Progression Document – Nursery to Year 6)  <i>Year 1: Oracy, Speaking and Music</i></p>		<p>Daffodils are All Around                  Polly Put the Kettle On                  There was an Old Lady who Swallowed a Fly                  It's Raining, It's Pouring                  Miss Polly had a Dolly</p>	<p>Twinkle, Twinkle Chocolate Bar                  Three Blind Mice                  Star Light, Star Bright                  Here We Go Around the Mulberry Bush                  This Old Man                  Michael Finnegan</p>	<p>Little Bo Peep                  Little Miss Muffet                  Peter Piper                  Roses are Red, Violets are Blue                  Pease Porridge Hot</p>	<p>Old MacDonald – 10 Animals                  Sing a Song of Six Pence                  Mary had a Little Lamb                  10 in a Bed</p>	<p>Wheels on the Bus – 10 Actions                  Ring o Ring o Roses                  Dingle Dangle Scarecrow                  We're all Going to the Zoo Tomorrow</p>	<p>The Grand Old Duke of York                  London Bridge                  London's Burning                  Frere Jacques                  Oranges and Lemons</p>				
<p>Literacy  <i>Year 1: Writing, Speaking, RWI Phonics progression</i></p> <p>By the end of F2, children should achieve Early Learning Goal highlighted in yellow. <i>For those children who may not be at this stage of progression, please refer to F1 stages.</i></p>		<p><b>Comprehension</b></p>		<p><b>Word Reading</b></p>		<p><b>Writing</b></p>					
		<p><b>Reception</b>                  Re-read books to build up their confidence in word reading, their fluency and understanding and enjoyment.</p>	<p><b>ELG</b>                  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>	<p><b>Reception</b>                  Read individual letters by saying the sounds for them.                  Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.                  Read some letter groups that each represent one sound and say sounds for them.                  Read a few common exception words matched to the school's phonic programme.                  Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.</p>	<p><b>ELG</b>                  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>	<p><b>Reception</b>                  Form lower case and capital letters correctly.                  Spell words by identifying the sounds and then writing the sound with letter/s/.                  Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.                  Re-read what they have written to check that it makes sense.</p>	<p><b>ELG</b>                  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>				



	Writing Progression	<p><b>Writing Progression</b></p>  <p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>	<p><b>Writing Progression</b></p>  <p>7. Letter Groups (The groups have spaces in between to resemble words.)</p>	<p><b>Writing Progression</b></p>  <p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p>	<p><b>Writing Progression</b></p>  <p>9. Beginning Sounds (Child begins to write simple sentences using eight words and just the beginning sounds of words.)</p>	<p><b>Writing Progression</b></p>  <p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>	<p><b>Writing Progression</b></p>  <p>11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p>			
	RWI Phonics	Teach Set 1 Sounds Handwriting Oral Blending	Recap Set 1 Sounds Handwriting Oral Blending	Recap Set 1 Sounds Handwriting Blending to read Set 1 Recap Special Friends Spelling (Set 1 Word Time – 1.5-1.6) Ditties	Set 1 Recap Special Friends Spelling (Set 1 Word Time – 1.5-1.6) Ditties	Teach Set 2 Sounds Spelling (Set 1 Word Time – 1.6-1.7) Red Books	Teach Set 2 Sounds Spelling (Set 1 Word Time – 1.6-1.7) Red Books	Recap Set 2 Sounds Spelling – Set 2 Sounds Green Books	Recap Set 2 Sounds Spelling – Set 2 Sounds Green Books	Recap Set 2 Sounds with a focus on consonant clusters Purple Books
	Launchpad for Literacy	<p><b>Phonological Awareness Strand:</b></p> <ul style="list-style-type: none"> <li>- Rhythm and Syllable</li> <li>- Auditory Blending</li> <li>- Segmentation</li> <li>- Rhyming</li> <li>- Alliteration</li> <li>- Phoneme Identification</li> <li>- Speech Sounds</li> <li>- Sequential Auditory Memory</li> <li>- Auditory Discrimination</li> <li>- Visual Attention and Discrimination</li> <li>- Visual Memory</li> </ul>								
Communication and Language <i>Year 1 Speaking</i>	By the end of F2, children should achieve Early Learning Goal highlighted in yellow. <i>For those children who may not be at this stage of progression, please refer to F1 stages.</i>	<b>Listening, Attention and Understanding</b>				<b>Speaking</b>				
		<p><b>Reception</b></p> <p>Understand how to listen carefully and why listening is important. Learn new vocabulary. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p><b>ELG</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. 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>	<p><b>Reception</b></p> <p>Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>	<p><b>ELG</b></p> <p>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 and present tenses, and making use of conjunctions with modelling and support from the teacher.</p>					

				<p>Develop social phrases.                  Engage in story times.                  Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own word.                  Use new vocabulary in different contexts.</p>	
<p>Maths: Mastering Number / White Rose Maths                  Maths is everywhere across F1 and F2, both indoors and outdoors. In addition, it is promoted through strands of EY REC through stories and rhymes. <i>Year 1: Progressive links to White Rose Maths</i></p>		<p><b>NCETM – Mastering Number</b>                  Identify when a set can be subitised and when counting is needed. Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame. Make different arrangements of numbers within 5 and talk about what they can see, to develop conceptual subitising skills. Spot smaller numbers ‘hiding’ inside larger numbers. Connect quantities and numbers to finger patterns and explore different ways of representing numbers on fingers. Hear and join in with the counting sequence and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number. Develop counting skills and knowledge including that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds. Compare sets of objects by matching. Begin to develop the language of ‘whole’ when talking about objects which have parts.  <b>White Rose Maths</b>                  Sorting                  Matching                  Comparing Amounts                  Comparing Size, Mass and Capacity                  Making Simple Patterns                  Circles and Triangles                  Spatial Awareness – Positional Language                  One More and One Less                  Night and Day</p>	<p><b>NCETM – Mastering Number</b>                  Continue to develop subitising skills for numbers within and beyond 5, and increasingly connect qualities to numerals. Begin to identify missing parts of numbers within 5. Explore the structure of the numbers 6 and 7, as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame. Focus on equal and unequal groups when comparing numbers. Understand that two equal groups can be called a ‘double’ and connect this to finger patterns. Sort odd and even numbers according to their ‘shape’. Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern. Order numbers and play track games. Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers.  <b>White Rose Maths</b>                  Compare Mass                  Compare Capacity                  Making Pairs                  Combining Two Groups                  Length and Height                  Time                  3D Shape                  Pattern</p>	<p><b>NCETM – Mastering Number</b>                  Continue to develop counting skills, counting larger sets as well as counting actions and sounds. Explore a range of representations of numbers, including the 10-frame, and see how many doubles can be arranged in a 10-frame. Compare quantities and numbers, including sets of objects which have different attributes. Continue to develop a sense of magnitude, e.g., knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2. Begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10. Continue to identify when sets can be subitised and when counting is necessary. Develop conceptual subitising skills including when using a rekenrek.  <b>White Rose Maths</b>                  Spatial Reasoning                  Compare Capacity                  Adding More                  Taking Away                  Sharing and Grouping                  Spatial Reasoning – Visualising and Building                  Deepening Understanding                  Patterns and Relationships                  Spatial Reasoning – Mapping</p>	

	<p>By the end of F2, children should achieve Early Learning Goal highlighted in yellow. <i>For those children who may not be at this stage of progression, please refer to F1 stages.</i></p>	<b>Number</b>		<b>Numerical Pattern</b>	
		<p><b>Reception</b>                  Count objects, actions, and sounds.                  Subitise.                  Link the number symbol (numeral) with its cardinal number value.                  Count beyond ten.                  Compare numbers.                  Understand the ‘one more than/one less than’ relationship between consecutive numbers.                  Explore the composition of numbers to 10.                  Automatically recall number bonds for numbers 0–10.</p>	<p><b>ELG</b>                  Have a deep understanding of number to 10, including the composition of each number.                  Subitise up to 5.                  Automatically recall number bonds up to 5 and some number bonds to 10, including double facts.</p>	<p><b>Reception</b>                  Select, rotate, and manipulate shapes to develop spatial reasoning skills.                  Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.                  Continue, copy, and create repeating patterns.                  Compare length, weight and capacity.</p>	<p><b>ELG</b>                  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>
Physical Development	<p>By the end of F2, children should achieve Early Learning Goal highlighted in yellow. <i>For those children who may not be at this stage of progression, please refer to F1 stages.</i></p>	<b>Gross Motor Skills</b>		<b>Fine Motor Skills</b>	
		<p><b>Reception</b>                  Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping.                  Progress towards a more fluent style of moving, with developing control and grace.                  Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.                  Combine different movements with ease and fluency.                  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.                  Further develop and refine a range of ball skills including throwing, catching, kicking, and batting.                  Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.                  Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian.                  Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.</p>	<p><b>ELG</b>                  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>	<p><b>Reception</b>                  Develop their small motor skills so that they can use a range of tools competently, safely, and confidently.                  Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons.                  Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p><b>ELG</b>                  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>










	PE Lessons	<p><b>Fundamental Movements:</b>                  To understand different ways of running.                  To understand how to move in different directions safely.                  To stop safely after running.                  To climb a range of equipment safely.</p>	<p><b>Health and Fitness:</b>                  To begin to run for extended periods of time.                  To practice skipping for extended periods of time.                  To take part in circuits.                  To increase my knowledge of exercises.                  To talk about how different exercises develop our bodies.</p>	<p><b>Strength and Coordination:</b>                  To take part in parachute games.                  To move through a range of obstacles with control.                  To discuss how best to move around obstacles.                  To hold a range of balances with control.                  To examine how we can safely stretch our muscles.</p>	<p><b>Gymnastics:</b>                  To hold a balance for an extended period of time.                  To combine movements to begin to make a routine.                  To examine how to roll safely.                  To examine different methods of rolling.                  To examine how to start and finish a routine.</p>	<p><b>Athletics Games:</b>                  To see how accurate we can throw.                  To see how high we can jump.                  To take part in running races.                  To take part in jumping events.</p>	<p><b>Throwing and Catching:</b>                  To send and receive a ball.                  To examine how to pass a ball by throwing.                  To examine how to catch a ball safely.                  To throw a ball underarm.                  To throw a ball overarm.</p>
	Pencil Grip: Fine Motor	<p><b>4 Finger Grasp</b></p> 		<p><b>Tripod Grasp</b></p> 		<p><b>Dynamic Tripod Grasp</b></p> 	
PSED	1Decision / Jigsaw PSHE (Summer Term onwards)	<p><b>Feelings and Emotions</b>                  Green is Moving up a Year – Transition.                  Blue’s Best Friend – Managing Jealousy.                  Rainbow Feels Angry – Managing Anger.                  Pink Feels Sad – Talking about feelings to help us feel better.                  Orange Feels Worried – Manage and overcome feelings of worry.                  Orange Sleeps Over – Sharing feelings with a trusted adult.                  Purple Watches the News – Sharing feelings to feel better.</p> <p><b>Relationships</b>                  Blue Learns to Share – How to play fairly.                  Yellow Wants to Play with Orange – Celebrating Differences.                  Purple Plays Different – Recognising Differences.</p> <p><b>Being Responsible</b>                  Blue’s Indoor Voice – Consider the needs of others.                  Play Fights – Responsible and irresponsible behaviour.                  Rainbow Helps at Home – Why it is important to help.                  Orange Helps Out – Kind and helpful behaviour.</p>		<p><b>Keeping / Staying Healthy</b>                  Greens’ Greens – Healthy and unhealthy food.                  Yellow Learns About Germs – How to prevent germs from spreading.                  Red Visits the Dentist – Oral Hygiene.                  Red Brushes his Teeth – Oral Hygiene.                  Purple is Poorly – Journey to feeling better.</p> <p><b>Keeping / Staying Safe</b>                  Blue Explores Road Safety – Road safety and how to keep safe.                  Blue Get’s Lost – Keeping safe in a public place.                  Rainbow visits the Seaside – Keeping safe in the sun.                  Purple the Passenger – Appropriate behaviour when travelling in a car.</p>		<p><b>JIGSAW PSHE</b></p> <p><b>Summer Term 1: Celebrating Difference</b>                  I can identify something I am good at and understand everyone is good at different things.                  I understand that being different makes us all special.                  I know we are all different but the same in some ways.                  I can tell you why I think my home is special to me.                  I can tell you how to be a kind friend.                  I know which words to use to stand up for myself when someone says or does something unkind.</p> <p><b>Summer Term 2: Relationships</b>                  I can identify some of the jobs I do in my family and how I feel like I belong.                  I know how to make friends to stop myself from feeling lonely.                  I can think of ways to solve problems and stay friends.                  I can start to think about the impact of unkind words.                  I can use Calm Me time to manage my feelings.                  I know how to be a good friend.</p>	






	Dilemma Drops are to be referred to when supporting overview of learning within each term. Sorting Cards will be used to support small groups of children or individuals who require further opportunities to explore issues.						
	<b><u>In the moment story books for when subjects naturally occur or to support individual children:</u></b> Red Needs the Toilet – Start of the year, learning about our school and routines. Red’s Nut Allergy – Learning how to help others with allergies. Green Stays in Hospital Green Gets Glasses Green’s Daddy Moves Out Yellow’s Bedtime Yellow Goes on Holiday Pink Goes to School – End of year transition visits. Pink Misses Mummy – Separation anxiety Orange Goes Swimming – Overcome feeling of worry for something new. Pink Has a New Brother Red’s Hearing Aid Orange Moves House Purple’s Pet Bird – Dealing with grief and loss						
	<b>Self-Regulation</b>		<b>Managing Self</b>		<b>Building Relationships</b>		
By the end of F2, children should achieve Early Learning Goal highlighted in yellow. <i>For those children who may not be at this stage of progression, please refer to F1 stages.</i>							
<b><u>Reception</u></b> Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.		<b><u>ELG</u></b> 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.		<b><u>Reception</u></b> See themselves as a valuable individual. Manage their own needs. Show resilience and perseverance in the face of challenge.		<b><u>ELG</u></b> 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.	
<b><u>Reception</u></b> Build constructive and respectful relationships.			<b><u>ELG</u></b> 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.				

Oral Health	Statutory Requirement	<p><b>Dental Decay is a growing issue across our country, and we understand the importance of promoting good oral health in EYFS.</b></p> <p><b><u>Our curriculum will address the points below:</u></b></p> <ul style="list-style-type: none"><li>- Links to Keeping / Staying Healthy (1Decision)</li><li>- Talking to children about the effects of eating too many sweet things</li><li>- Promoting regular toothbrushing – twice a day for two minutes using fluoride toothpaste</li><li>- Encouraging children to visit the dentist regularly (twice a year is recommended)</li><li>- Encouraging parents to promote good oral health at home</li><li>- Information leaflets</li><li>- Non-fiction books linked to healthy eating and the dentist</li><li>- Healthy eating displays</li><li>- Snack areas / Snack time of key importance</li><li>- Food technology linking to a range of EY REC texts</li></ul> <p><b><u>Oral Health Book Links (EY REC)</u></b></p> <ul style="list-style-type: none"><li>- Little Red Hen</li><li>- The Gingerbread Man</li><li>- Oliver's Vegetables</li><li>- Handa's Surprise</li></ul>
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Expressive Arts and Design <i>Year 1: Responding to art, sculpture and form, painting, and colour, drawing line and tone, printing pattern and textiles.                  Designing, Making, Evaluating, Technical Knowledge</i>	By the end of F2, children should achieve Early Learning Goal highlighted in yellow. <i>For those children who may not be at this stage of progression, please refer to F1 stages.</i>	<b>Creating with Materials</b>			<b>Being Imaginative and Expressive</b>			
	Reception Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources, and skills.	ELG 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 the most of props and materials when role playing characters in narratives and stories.		Reception Listen attentively, move to, and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.	ELG 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.			
	Expectations for Drawing and Painting	Autumn Pre-schematic stage – children create a tangible record of their thoughts. Symbols for different images may change as they search for new concepts.		Spring Schematic stage – children have a definite way to portray certain objects using simple shapes.		Summer Realism stage – children add detail to their work and compare it that of others' work and real objects/images.		
	Inspirational Artist Focus	Autumn 1 – Bridget Riley  Year 1 Link – Art – Painting and Colour / Responding to Art	Autumn 2 – Andy Goldsworthy  Year 1 Link – Art – Printing, Pattern and Textiles / Responding to Art	Spring 1 – Barbara Hepworth (Shapes in Sculpture) Year 1 Link – DT –  Construction / Responding to Art	Spring 2 – Grayson Perry (Detailed Print in Clay)  Year 1 Link – Art – Sculpture and Form / Responding to Art	Summer 1 – L.S. Lowery (Charcoal City Drawing)  Year 1 Link – Art – Drawing Line and Tone / Responding to Art	Summer 2 – David Hockney (Landscapes)  Year 1 Link – Art – Drawing Line and Tone / Responding to Art	
EY REC Links	Bonfire Night Colour Mating Number / White Rose Maths Colour mixing	Understanding of the World Seasons Nature Transient art Colour mixing Shapes	Model Clay work Construction Mixed media Outdoor large art	Models Detailed printing clay Mixed media	Local locations Still life Buildings and construction Our community	Local locations Urban and countryside comparisons Journeys		

Understanding the World	By the end of F2, children should achieve Early Learning Goal highlighted in yellow. <i>For those children who may not be at this stage of progression, please refer to F1 stages.</i>	<b>Past and Present</b>		<b>People, Culture and Communities</b>		<b>The Natural World</b>	
		<p><b>Reception</b> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>	<p><b>ELG</b> 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>	<p><b>Reception</b> Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.</p>	<p><b>ELG</b> 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>	<p><b>Reception</b> Explore the natural world around them. Describe what they see, hear, and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>	<p><b>ELG</b> 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.</p>
Inspiring Role Models <i>Year 1: History, Geography, Science, RE, Computing</i>	Term Dates	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
	Role Models	<b>Buzz Aldrin</b>		<b>Nadiya Hussain</b>		<b>Hamzar Yassin</b>	
							
		Buzz Aldrin: To the Moon and Back: My Apollo 11 Adventure I Want to be an Astronaut Look Inside: Space Little Kids First Big Book of Space		Nadiya's Bake me a Celebration Story Nadiya's Bake me a Festive Story Nadiya's Bake me a Story My Monster and Me Today I'm Strong		Ranger Hamza's Eco Quest Let's Go for a Walk Little Children's Nature Activity Book 1 Nature Trail: A Joyful Rhyming Celebration of Natural Wonders on our Doorstep	



	EY REC Links	Space: Whatever Next Light and Dark Scientific Enquiry	1 Decision – Keeping/Staying Healthy Growing and Planting Little Red Hen, The Gingerbread Man, Handa’s Surprise Food Technology Scientific Enquiry	Understanding the World The Snail and the Whale Handa’s Surprise			
R.E.		<b>Nativity</b> Why do Christians perform Nativity plays at Christmas? Text: Simple Christmas Stories	<b>Easter</b> Palm Sunday – Why do Christians put a cross in an Easter garden? Text: Palm Sunday Stories	<b>Creation</b> Why is the word God so important to Christians? Text: How God Created the World Judaism: Creation Story			
French		<b>Teaching Unit:</b> Colours and Numbers / Rhymes and Songs <i>All activities are oral and aural only.</i> <b>New Vocabulary:</b> Greetings and simple actions Numbers 1-10 (1-20 notional) 4 x colours (then 11) <b>Links to Previous Learning:</b> Numbers 1-5 (10) 10 colours <b>Grammar:</b> Ordinal numbers Norms of speech Times of day for greetings <b>Cultural Focus / Stories and Songs:</b> Link to Intercultural understanding - Europe etc. Traditional children’s nursery rhymes Rhymes, stories, and songs French Wordsearch Dino Shoes, Toutes les Couleurs Petit Dragon, Tilly Berthe stories Luc and Sophie Winnie Whale	<b>Teaching Unit:</b> Transport <b>New Vocabulary:</b> Following instructions 7 means of transport. Second person present tense conjugations <b>Links to Previous Learning:</b> Greetings Colours Numbers <b>Grammar:</b> Cognates – Initial recognition with aural practise <b>Cultural Focus / Stories and Songs:</b> M Grand Tour Duck’s Journey Amelie Roule	<b>Teaching Unit:</b> Animals <b>New Vocabulary:</b> 10 animal names with appropriate determiner. <b>Links to Previous Learning:</b> Greetings Colours Numbers Recognition of le and la as genders of nouns. <b>Grammar:</b> Cognates: Initial recognition with aural practise Je suis – first person of Etre to be. <b>Cultural Focus / Stories and Songs:</b> Knowledge of language Intercultural understanding			
SMSC and British Values		Election Day! – Voting for Team Champions School Council Elections Harvest Festival Black History Month World Space Week	Bonfire Night Remembrance Anti-Bullying Week Diwali Inter-Faith Week Road Safety Week Odd Socks Day Children in Need Christingle Hanukkah Christmas	New Year World Religion Day Chinese New Year LGBT+ History Month Children’s Mental Health Week Safer Internet Day Valentine’s Day	Pancake Day Lent World Book Day British Science Week Red Nose Day Comic Relief Ramadan Easter	Local and Community History Month Mental Health Awareness Week World Bee Day	Pride Month World Environment Day Healthy Eating Week Water Safety Week World Refugee Day Sports Day Transition Month

WIDER OPPORTUNITIES						
Transition	Focus Text: Only One You – Linda Kranz. Getting to Know You Week – Autumn Term 1 – Week 1					
Visits and Enrichments	Baking Bread Brush Bus / Dentist Harvest and Church Visit Diwali Celebration with Indian Food Tasting and Dancing Walk to the Post Box to Post a Letter Visit a Local Shop Wildlife Ranger / RSPB Visit	Christmas Christingle Bonfire Pantomime Park Visit Police Visit Fire Brigade Visit Making and Trying Porridge Baking and Decorating Gingerbread Men	Doctor/Nurse Lunar New Year Garden Centre Visit to Buy Seeds Making Pancakes	Park Ranger Visit to Local Wildlife Forest School Workshop Growing Vegetables or Plants Fruit and Vegetable Tasting	Chicks, Tadpoles and Butterflies Farm Visit Forest School Workshop Making a Smoothie	Police Road Safety Art Gallery Visit Lolly Pop Person Sports Day
Parental Involvement	Parents' Evening Stay and Play (Phonics) Maths Morning Workshop Stay and Read	Visits to Church Stay and Play (Christmas Crafts) Maths Morning Workshop Stay and Read	Lunar New Year Worksop Stay and Play Maths Morning Workshop Stay and Read	Gardening Workshop Stay and Play Story Session Workshop Parents' Evening Stay and Read	Stay and Play Visit to the Farm Cooking Workshop Stay and Read	Stay and Play Sports Day Transition into Year 1 Meeting Stay and Read