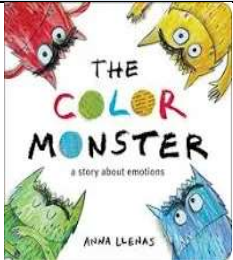
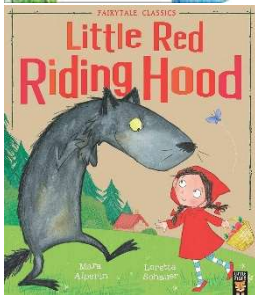
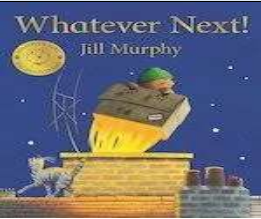
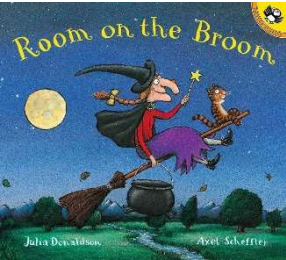
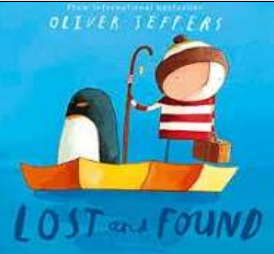
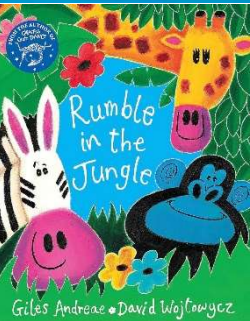
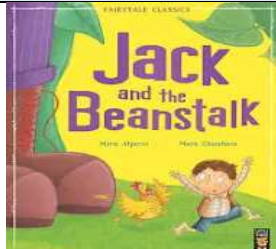

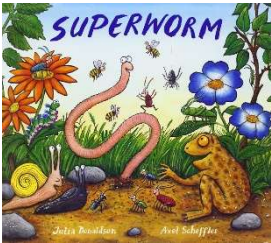
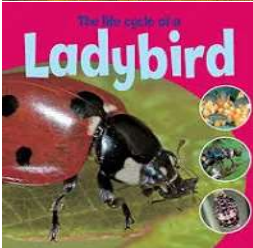
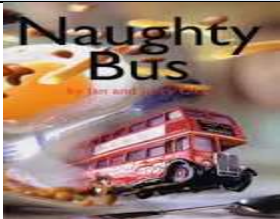

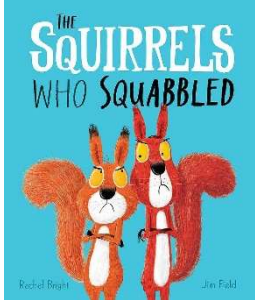
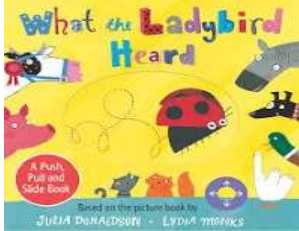


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'Characteristics of Effective Learning' Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
RE					
BRANCH 1	BRANCH 2	BRANCH 3	BRANCH 4	BRANCH 5	BRANCH 6
Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	Ends of the Earth	Explores teaching and learning about other Christian denominations, other religious worldviews and non-religious worldviews.
My World	Dark and Light	Animals	Changes	Minibeasts	Journeys
 	 	 	 	 	 

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Communication and Language Opportunities					
<p>To demonstrate some good listening behaviours</p> <p>To follow simple instructions with two parts reliably</p> <p>To engage in story times and to join in with familiar songs and rhymes.</p> <p>To be able to wait and take turns in conversation.</p> <p>To start to share my ideas with familiar adults. To be</p>	<p>To demonstrate good listening behaviours.</p> <p>To follow simple instructions with two or more parts reliably</p> <p>To engage in story times and to join in with familiar songs and rhymes</p> <p>To talk to organise my thoughts to listen to and talk about stories, rhymes and non-fiction.</p>	<p>To respond to what I have heard by asking questions and saying what I think.</p> <p>To respond to what others say.</p> <p>To explain events that have already happened in detail.</p>	<p>To say what I think I ask questions about what I have heard.</p> <p>To share my ideas in small groups</p> <p>To share my ideas with familiar adults.</p> <p>To engage in stories, rhymes and non-fiction sharing my ideas about them.</p> <p>To start to use full sentences</p> <p>I am starting to use past, present and future tense</p>	<p>To listen carefully to respond with questions, comments and actions.</p> <p>To engage in conversation with my friends and teachers.</p> <p>To explain why things happen/ might happen To use vocabulary from stories, non-fiction, rhyme and poems.</p>	<p>To make comments about what I have heard To ask questions to help me understand.</p> <p>To take part in whole class and group discussions.</p> <p>To express ideas and feelings To use full sentences using past, present and future tenses.</p> <p>To use conjunctions (with support and modelling) to connect my ideas</p>

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able to talk to others, adults and children.	To share ideas using talk as a tool To say how I feel using talk as a tool				
Enhancements / Events – Ongoing weekly drop in stay and play sessions.					
Stay and play sessions. RWI workshops.	Christmas Nativity	Chinese New Year Children visit church.	Stay and play World Book Day Planting blubs/ beans.	Lifecycles	Sports day Transition to year one. Visit from the farm
Literacy Opportunities					
<p>To write some lower case letters correctly. Adults to insist emphasise. Nip, flip and grip when holding writing tools. To use an effective tripod grip when writing.</p> <p>To identify 12 known letters to match initial sounds (phase 2).</p> <p>To apply my print knowledge to my emergent writing when I am writing in provision, To be able to write most of my name. . To begin to write simple labels.</p> <p>To say a simple sentence for writing with support.</p>	<p>To write some more lower case letters correctly To write some upper case letters that I know (e.g. name, Mum, Dad, sibling name, etc)</p> <p>To identify known letters to match initial sounds (phase 2) To match phase 2 letters and sounds</p> <p>To write simple labels To start to write simple captions .To say a simple sentence for writing (oral and count words)</p> <p>To retell the key events in stories I am starting to recall facts from non-fiction.</p>	<p>To write most lower case letters correctly. .To use a tripod grip.</p> <p>To identify known letters to match initial sounds SET 1 RWI.</p> <p>To write CVC words and labels. To read sentences back.</p> <p>To be able to read and spell tricky words phase 2.</p> <p>To be aware of Capital Letters, and Full Stops.</p> <p>To recall facts from a non-fiction book.</p> <p>To retell key events from stories I have read.</p>	<p>To write some upper-case letters correctly.</p> <p>To match phase 2 and 3 letters and sounds.</p> <p>To write CVC words and labels (phase 2 and 3 sounds).</p> <p>To spell some tricky words.</p> <p>To write captions.</p> <p>To write short sentences.</p> <p>To start to use finger spaces between my words.</p> <p>To describe the key events in detail.</p> <p>To say what might happen next linked to other similar stories.</p>	<p>To hold my pencil in a good tripod grip.</p> <p>To write CVC words with sounds and letters I know.</p> <p>To write simple sentences. My teacher can read my sentences</p> <p>To retell simple stories To recall facts from Information.</p> <p>To say what I think might happen next.</p> <p>To read CVC words containing phase 2 sounds To read CVC words containing known digraphs.</p>	<p>To write lots of upper case letters and most lower case letters correctly.</p> <p>To write CVC words with sounds and letters I know and write tricky words.</p> <p>To write simple sentences To read my own sentences</p> <p>To explain what I have read or has been read to me</p> <p>To use new vocabulary throughout my play</p> <p>To match the letter and sound for all phase 2 single sounds and digraphs To match the letter and sound</p>

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<p>To talk about what has happened in the story so far.</p> <p>To play blending and segmenting games, to be able to play Fred Games.</p> <p>To be able to some phase 2 tricky words.</p>	<p>To listen carefully to stories, rhymes, non-fiction and songs</p> <p>To recognise and say all set 1 sounds RWI.</p> <p>To be able to orally blend CVC words.</p> <p>To segment and blend CVC words To read most of the phase 2 tricky words I am starting to read captions e.g. the cat and the dog</p>	<p>To talk about stories, rhymes, non-fiction and songs</p> <p>To start to identify some digraphs.</p>	<p>To match all phase 3 single letter and sounds.</p> <p>To start to identify some digraphs.</p> <p>To segment the sounds in CVC words for reading.</p> <p>To blend the sounds in CVC words for reading.</p> <p>To segment and blend simple words matched to my phonics knowledge.</p> <p>To read captions.</p> <p>To read phonics matched tricky words.</p>		<p>for at least 10 phase 3 digraphs.</p> <p>To read simple sentences and books matched to my phonics To read tricky words from phases 2 and some phase 3 confidently.</p>
Children's interests will be incorporated into our provision after observations and through pupil voice.					
Adaptations for SEND Pupils See attached toolkit					
Key Vocabulary					
<p>Autumn 1</p> <p>Toddler, aunty, uncle, cousin, friend, boy, girl, Community</p> <p>Emotions</p> <p>Growing, Growth, Frustrated, worried, funny, ecstatic, angry, happy, sad.</p> <p>Autumn, Winter, Spring, Summer, Names of vegetables, Grow, Names of plants, Wheat, Name</p>	<p>Autumn 2</p> <p>Planet, planet, Sun, Moon, Star, Earth, Sky, Space, round, bounce, float, Orbit, Galaxy, Solar system, Moon, Rocket</p> <p>Astronaut</p> <p>Spaceship</p> <p>Shadow Torch Push Pull</p> <p>On/off Switch Battery, shadow, shady, see-through, not see-through, source, and light source.</p>	<p>Spring 1</p> <p>Antarctica, Penguin, habitat, chick, wing, tail, beak, big, small, ice, snow, huddle, shuffle, slide, dive. Penguin names.</p> <p>Antarctica, Artic, Asia, Americas, Australia, Europe,</p> <p>Jungle, Continent, World, Map, country, Jungle animal names, mountain, river, trees Habitat, Name</p>	<p>Spring 2</p> <p>Parts of a plant Seed, Bud, stem, bulb, Compost, soil, names of plants they see, blossom, names of vegetables,</p> <p>Grow</p> <p>Sunlight</p> <p>Water and rain</p> <p>Change</p>	<p>Summer 1</p> <p>Life cycle Trees, Egg, Ladybird, Group, record, observe, compare, group</p> <p>Friendship, Names of emotions, thoughtful,</p>	<p>Summer 2</p> <p>Fiction</p> <p>Non-fiction</p> <p>Genre</p> <p>Setting</p> <p>Oceans, beach, recycle, reuse and reduce, Antarctica, Artic, Asia, Americas, Australia, Europe, Africa, environment, Global, Earth, Pollution,</p>

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of contrasting Environment. Harvest Hibernation , Evergreen Weather Nocturnal	Giving / Birthdays Traditions Bethlehem , Nativity Shepherds Sheep	of a contrasting environments.			
P.S.E.D					
Autumn		Spring		Summer	
Self-regulation Children will be learning to: <ul style="list-style-type: none"> • See themselves as a valuable individual. • Identify a range of feelings. • Identify and moderate their own feelings socially and emotionally. • Follow simple instructions. • Keep trying when they encounter something difficult. • Sit and listen at adult focus time with more consistency. Managing Self Children will be learning to: <ul style="list-style-type: none"> • Try new activities and access provision. • Be aware of classroom and school rules. • Understand how to manage their own basic hygiene and personal needs, washing hands and including putting on coat. Building relationships Children will be learning to: <ul style="list-style-type: none"> • Interact and play with other children sharing ideas. • Begin to build good respectful relationships with adults and peers. • Express and identify my ideas. 		Self-regulation Children will be learning to: <ul style="list-style-type: none"> • Talk about how are feeling based on their expressions and actions. • Sit and listen during adult focus time • Follow instructions with two or more parts • See themselves as a valuable individual and speak about themselves positively. Say what they are good at and what they want to improve. • Identify and moderate their own feelings socially and emotionally. Managing Self Children will be learning to: <ul style="list-style-type: none"> • Persevere when they find something difficult. • Follow and talk about class and school rules. • Talk about what is right and wrong. • Talk about how I keep myself healthy through healthy eating, exercise, oral health and personnel hygiene. Building relationships Children will be learning to: <ul style="list-style-type: none"> • Talk with other peers and adults to help resolve conflicts with others. • Interact with others well listening to sharing ideas, extending and elaborating play ideas. • Show friendly behaviour in class and around school. • Develop friendships with others and be a good friend. 		Self-regulation Children will be learning to: <ul style="list-style-type: none"> • Talk about their own feelings and the feelings of others. • Show my understanding of feelings by adapting and regulate my behaviour. • Set myself goals and work towards these goals. • Show they can wait for requests and needs be to be met. • Listen and respond to adults. • Follow instructions accurately. Managing Self Children will be learning to: <ul style="list-style-type: none"> • Be resilient and preserve when faced with challenges. • Explain and follow rules. • Display my knowledge of right and wrong through my behaviour. • Talk about and understand healthy food choices. Also about healthy lifestyle such as screen time and sleep. Building relationships Children will be learning to: <ul style="list-style-type: none"> • Plat and work together in a group, turn taking sharing ideas and equipment. • Form good relationships with others including adults. • Have lots of friends and positive friendships. • Know their own needs and can share them. • Be sensitive to the needs of others. 	

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	<ul style="list-style-type: none">Identify how others are feeling and respond appropriately.				
Physical Development					
Throughout the year children will be joining in with Dough Disco and specific fine motor activities to develop their finger strength / hand muscles to help develop their pencil grip. Children will be learning and developing following skills:					
Autumn	Spring		Summer		
Gross motor skills To explore and use lots of different ways of moving appropriately such as, rolling, crawling, jumping, hopping, walking and running. To climb over, under and through obstacles. Fine motor skills To show good pencil control when mark making and drawing To be able to use cutlery and other one handed equipment.	Gross motor skills To throw, kick, pass and catch a large ball. To move and use both large and smaller scale equipment. To develop core muscle strength to achieve a good posture when sitting on the floor or at a table. To develop skills to manage school day such as stand in a line for mealtimes. Fine motor skills To be able to sit at a table to write To be able to hold a pencil in a tripod grip. To use scissors with thumb on top and with some accuracy		Gross motor skills To be able to travel around space and obstacles safely To show strength, balance and co-ordination in movement. To move with fluency and control. To move in different ways- run, jump, skip, climb Fine motor skills To know and be able to hold and use pencil effectively with a tripod grip. To develop and form the majority of lower case letters correctly. To be able to can draw with accuracy. To know how to handle a range of equipment and tools effectively		
Mathematics					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Please see the NCETM planning overview					
Understanding the World					
Autumn	Spring			Summer	
Throughout the year the children will be encouraged to talk about what they see, using a wide vocabulary, explore how things work and talk about the differences between materials and changes they notice. There will be ongoing opportunities for the children to explore natural and man-made materials using all of their senses.					
Past and Present Children will learn about Remembrance Sunday Day and Bonfire Night. Children to <ul style="list-style-type: none">Talk about changes that have happened to them throughout their lifeTalk about their family and people in the community and their roles	Past and Present Children to <ul style="list-style-type: none">Talk about changes that have happened within their family's lifetimes e.g. talking to grandparents about holidays etc.Talk about the past e.g. no television, different toys/ clothes using photos and physical artefacts			Past and Present Children to <ul style="list-style-type: none">Talk about the lives of people I am familiar withTalk about the roles of people in societyTalk about similarities and differences between the past and now	

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<ul style="list-style-type: none"> Become more aware of the past linked to themselves and their family and how it has changed Talk about what I can see in pictures of the past Talk about what they do with their family and places they have been with their family. <p>The Natural World</p> <ul style="list-style-type: none"> .Describe what they can see, hear and feel outside Talk about the area I live in, including the weather etc. Talk about forces I feel e.g. push, pull etc. Talk about the differences in materials <p>People, communities and culture.</p> <ul style="list-style-type: none"> Children in reception will: <ul style="list-style-type: none"> Explore the seasonal changes in autumn. Make and talk about detailed observations of the world around themselves thinking about their senses- feel, hear, see, smell Start to explore the natural world around them. Be able to talk about how different people celebrate Start to use stories and pictures to talk about differences in life in other countries Learn of various occupations. Talk about differences and similarities between themselves and people in their local community 	<ul style="list-style-type: none"> Talk about what they have heard and seen in stories and picture books and how this is different/ the same <p>The Natural World</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> Describe animals and plants (both from photos and real life experiences) Describe my own environment and local area Describe another environment e.g. desert, Africa, Antarctica etc. Talk about contrasts the natural world around me with different environments Talk about the weather linked to seasonal change. Plant bulbs and seeds and care for growing plants. Understand and name the key features of the life cycle of a plant Begin to understand the need to respect and care for the natural environment and all living things. <p>People, communities and culture.</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> Explore the seasonal changes in Winter <ul style="list-style-type: none"> Explore and talk about the natural world using what I know from stories/ non-fiction Talk about some special places for people in our and other communities Draw information from a simple map Start to talk about the differences in lives in other countries. 	<ul style="list-style-type: none"> Talk about the past using books and stories talking about the characters, settings and events <p>The Natural World</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> Make observations of animals and plants and use these observations to draw pictures I can talk about some of the changes in the natural world (including seasons and changing states of matter) Life cycles of ladybirds/insects – explore a range of mini beasts – how will we care for them? Understand the key features of the life cycle of an animal. To understand the need to respect and care for the natural environment and all living things. <p>People, communities and culture.</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> Explore the seasonal changes in summer. Describe the school environment using what I know from observation, Discussion, Stories/ non-fiction, Maps Talk about religion and culture within my country (UK) Talk about what is the same and different in life in this country and in other countries
<p align="center">Expressive Arts and Design</p> <p align="center">Children will have ongoing access to painting, 3D modelling, messy play, collage, cutting, drama, role play, moving to music, following music patterns with instruments and singing songs during continuous provision.</p>		
<p>Autumn</p> <p>Suggested Paul Klee</p>	<p>Spring</p> <p>Suggested Artist Frank Stella</p>	<p>Summer</p> <p>Suggested Artist <i>Kurt Schwitters</i></p>
<p>Creating with materials</p> <p>Children to</p> <p>Explore and use a variety of artistic effects to express their ideas and feelings.</p>	<p>Creating with materials</p> <p>Children to</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Creating with materials</p> <p>t. Safely use tools e.g. scissors</p> <p>Explore using materials and techniques</p>

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<p>Use various tools for artwork and design Select my own art and design materials to create with. Talk about what their work is and signal key parts. Start to recreate familiar stories in roleplay or small world.</p> <p>Being Imaginative and Expressive Children to Recount and retell familiar stories with my friends and adults (small world/ role play) Role play imaginary scenarios linked to experiences</p> <p>Music Children to Know some popular songs and can sing them. Listen with concentration and respond to sounds, music. Explore and engage in music making with others.</p>	<p>Combine different techniques e.g. collage, paint, crayon, clay to create art Talk about my artwork or designs- linked to some of the materials/ techniques used. With others use materials and props to retell stories and create imaginary situations linked to what they know.</p> <p>Being Imaginative and Expressive Children to Adapt well known stories and narratives and small world/ role play them with others Use what I know and have read to help create own stories</p> <p>Music Children to Sing well known songs in a group or alone and match the pitch and melody Listen carefully to music and start to move to it Join in with singing and dancing</p>	<p>With peers or individually design art/ a product thinking about colour, texture and function Talk about what I have made and explain how I made it With peers use props and materials when I am role playing familiar stories</p> <p>Being Imaginative and Expressive Children to Adapt and recount narratives and stories with friends and adults Invent own stories alone and with their peers. .</p> <p>Music Children to Sing well known nursery rhymes Sing some familiar songs (Xmas play etc.) Perform songs, rhymes, poems and stories alone and with others Move in time with music, watch others and talk about it.</p>
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