

Early Learning Goals

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- 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

Numerical Patterns

- 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

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- 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.

Literacy

Comprehension

- 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, nonfiction, rhymes and poems and during role play.

Word Reading

- 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.

Writing

- 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.

Understanding the World

Past and Present

- 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.

People, Culture and Communities

- 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.

The Natural World

- 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.

Expressive Arts and Design

Creating with Materials

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Share their creations, explaining the process they have used.
Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

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 to music.

Personal, Social and Emotional Development

Self-Regulation

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.

Managing Self

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.

Building Relationships

Work and play cooperatively and take turns with others.
Form positive attachments to adults and friendships
Show sensitivity to their own and to others' needs.

Physical Development

Gross Motor Skills

- 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.

Fine Motor Skills

- 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.

Possible Themes <i>(Not limited to these. These will be regularly reviewed depending on cohort and will be flexible to react to child interest and events.)</i>	Cycle 1					
	Advent 1 All About Me	Advent 2 Celebrations	Lent 1 Vehicles	Lent 2 Growing	Pentecost 1 Traditional Tales	Pentecost 2 All Around the World
Spiritual Development	<ul style="list-style-type: none"> Families Belonging Waiting Judaism Journey In Love Ten:Ten Module 1: Created and Loved by God Class Collective Worship Nativity 		<ul style="list-style-type: none"> Special People Meals Change Journey In Love Ten:Ten Module 2: Created to love others Class Collective Worship 		<ul style="list-style-type: none"> Holidays and Holidays Being Sorry Neighbours Islam Journey In Love Ten:Ten Module 3: Created to Love in Community with Others Class Collective Worship 	
Communication and Language	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
Personal, Social and Emotional Development	<p>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.</p>					
Physical Development	<ul style="list-style-type: none"> Reception Baseline Personal Hygiene Hand Washing Oral Hygiene Dough Disco Daily Fine Motor Name Writing 		<ul style="list-style-type: none"> Personal Hygiene Hand Washing Oral Hygiene Dough Disco Daily Fine Motor Name Writing Letter formation 		<ul style="list-style-type: none"> Personal Hygiene Hand Washing Oral Hygiene Dough Disco Daily Fine Motor Name Writing Letter formation 	

Long-Term Planning

Class 2

	<ul style="list-style-type: none"> • Letter formation • Changing for PE • Evolve PE - Movement/gymnastics • Yoga • Walk Once a Week Scheme 	<ul style="list-style-type: none"> • Evolve PE - Dance • Yoga • Walk Once a Week Scheme 	<ul style="list-style-type: none"> • Evolve PE - Ball Skills/Games • Yoga • Walk Once a Week Scheme • School Games Day • Sports Day
<p>Literacy</p>	<ul style="list-style-type: none"> • Reception Baseline Rama and Sita • Nativity Story • Bonfire Night Poems • Writing Invitations <ul style="list-style-type: none"> • Talk for Writing The Little Red Hen Orally rehearsing stories and poems Orally retelling stories and poems Simple text maps <ul style="list-style-type: none"> • RWI Speed Sounds - Set 1 Word Time <ul style="list-style-type: none"> • Reading Individual reading at least twice a week. Daily story Time <ul style="list-style-type: none"> • Big Write Focus Letter formation Daily name writing Using letters to represent meaning Writing CVC words Writing simple labels and captions <ul style="list-style-type: none"> • Homework Daily reading High Frequency word lists Letter formation CVC word activities 	<ul style="list-style-type: none"> • The Easter Story • Jack and the Bean Stalk <ul style="list-style-type: none"> • Talk for Writing Jasper's Beanstalk Orally rehearsing and retelling stories Simple text maps Writing known stories Starting to change and rewrite known stories <ul style="list-style-type: none"> • RWI Speed Sounds Set 1/Set 2 Red Ditty Books Green Books <ul style="list-style-type: none"> • Reading Individual Reading at least twice a week. Guided Reading once a week. Daily Story Time <ul style="list-style-type: none"> • Big Write Focus Letter formation Name Writing Finger spaces between emergent words Phonetic attempts at words using emergent phonics Writing CVC/CVCC words Writing captions and simple sentences <ul style="list-style-type: none"> • Homework Daily reading High Frequency word lists Weekly Db Primary tasks or practical phonic activities. 	<ul style="list-style-type: none"> ▪ Non-Fiction texts ▪ Handa's Surprise ▪ The Three Little Pigs - TFW ▪ Non - Fiction - Report writing. ▪ Letter Writing <p style="text-align: center;">RWI</p> <p>Speed Sounds Set 2 Green Books Purple Books</p> <p style="text-align: center;">Reading</p> <p>Individual Reading at least twice a week. Guided Reading once a week. Daily Story Time</p> <ul style="list-style-type: none"> ▪ Talk for Writing The Three Little Pigs Orally rehearsing and retelling stories. Simple text maps. Writing known stories. Starting to change and rewrite known stories. Creating own stories using features of narrative. <ul style="list-style-type: none"> ▪ Big Write Letter formation Name Writing Phonetic attempts at words using emergent phonics. Writing a series of sentences with finger spaces, capital letters and full stops. Writing known stories with features of narrative. <ul style="list-style-type: none"> ▪ Homework Daily reading

			<p>Bug Club - Access to online books and comprehension activities</p>		<p>High Frequency word lists Weekly Db Primary tasks or sentence writing activities Spellings Bug Club - Access to online books and comprehension activities</p>	
<p>Maths</p>	<ul style="list-style-type: none"> Reception Baseline Big Maths - CLIC <u>Counting</u> Forwards and backwards to 10 <u>Learn Its</u> 1+1=2, 2+2=4 <u>It's nothing new</u> Counting with 1-1 correspondence <u>Calculation</u> One more and one less than numbers to 10 Power Maths - Book A <u>Number and place value</u> - Numbers to 5, comparing groups within 5. <u>Addition and Subtraction</u> - Sorting, Change within 5 <u>Shape, Space and Measure</u> - Time Homework Weekly DB Primary task online or practical challenges 	<ul style="list-style-type: none"> Big Maths - CLIC <u>Counting</u> Forwards and backwards to 20, counting in 2s <u>Learn Its</u> 3+3 = 6, 4+4=8, 5+5=10 <u>It's nothing new</u> Doubling 1 digit numbers <u>Calculation</u> Adding 1 digit numbers to 10, subtracting 1 digit numbers, number bonds to 5 Power Maths - Book B <u>Number and Place Value</u> - Numbers to 10, comparing numbers within 10 <u>Addition and Subtraction</u> - Number bonds within 5, addition to 10 <u>Shape, Space and Measure</u> - Measures <p>Homework</p> <ul style="list-style-type: none"> Weekly Db Primary task online of practical maths challenges 	<ul style="list-style-type: none"> Big Maths - CLIC <u>Counting</u> Forwards and backwards to 20 from different starting points, counting in 2s, 5s and 10s <u>Learn Its</u> 1+2 - 3, 2 + 3 = 5 <u>It's nothing new</u> Doubling single digit numbers, finding half of numbers to 10 <u>Calculation</u> Adding single digit numbers, subtracting single digit numbers, missing number maths stories, sharing objects fairly, counting objects in groups of 2s, 5s and 10s Power Maths Book C <u>Number and place value</u> - Counting on and counting back, numbers to 20, numerical patterns <u>Addition and Subtraction</u> - Number bonds to 10 <u>Shape, Space and Measure</u> - Patterns, shape and space <p>Homework</p> <ul style="list-style-type: none"> Weekly Db Primary task online or practical challenges My Maths 			
<p>Understanding the World</p>	<ul style="list-style-type: none"> Reception Baseline My Family My School Body Parts All about Crowle 	<ul style="list-style-type: none"> Bonfire Night - Guy Fawkes Remembrance Day Diwali Changing Seasons 	<ul style="list-style-type: none"> Vehicles in the past. Vehicles around the world. Wright Brothers 	<ul style="list-style-type: none"> Changing Seasons Life Cycles Mini Beasts Plant Investigation 	<ul style="list-style-type: none"> Our homes and houses Homes in the past Three Billy Goats bridge investigation. 	<ul style="list-style-type: none"> Famous explorers Exploring the globe World maps Labelling countries

Long-Term Planning

Class 2

	<ul style="list-style-type: none"> • Exploring maps of the school and Crowle. • Harvest time in Crowle • Harvest Around the World • Life of Roald Dahl • Grandparent's Day 	<ul style="list-style-type: none"> • Ice Experiment • Nativity • Fire Safety 	<ul style="list-style-type: none"> • Emelia Earhart • St George • St Valentine • Road maps and road signs. • Lent, Ash Wednesday, Shrove Tuesday, Good Friday, Easter. 		<ul style="list-style-type: none"> ▪ Vocations and Occupations 	<ul style="list-style-type: none"> ▪ Investigating local wildlife ▪ Comparing environments ▪ Changing seasons ▪ Recycling ▪ The life of St Norbert ▪ Flags from around the world
<p>Expressive Art and Design</p>	<ul style="list-style-type: none"> • Reception Baseline • Baseline Art Sketch • Class Collective worship • Self - Portraits • Nursery Rhymes • Music Composition • Harvest Songs • Making Bread • Christmas Cards • Nativity songs • Colour Mixing - Winter Art • Collage- Poppy • Sketching - Poppy • Clay decorations 	<ul style="list-style-type: none"> • Nursery Rhymes • Class Collective Worship • Mother's Day cards • Easter Art - Shades of colour • Sketching - Plants and observational drawings • Exploring shade - Easter Painting • Easter Cards • Chinese New Year craft • Mother's Day cards • Valentine's Day craft • Percussion and rhythm activities. 	<ul style="list-style-type: none"> • Nursery Rhymes • Class Collective Worship • Model making - The Three Little Pig houses • Local castles • Father's Day Cards • Crowle Show paintings • Playing instruments along with rhymes or music. • Clapping rhythms • May procession songs • End of year sketch 			
<p>Key Dates</p>	<ul style="list-style-type: none"> • Roald Dahl Day (13th September) • Grandparents' Day (2nd October) • Remembrance Day (11th November) • Bonfire Night (5th November) • Diwali (24th October) • Anti-Bullying Week (19th March) 	<p>National Storytelling Week (30th January) Chinese New Year (1st February) Valentine's Day (14th February) Safer Internet Day (8th February) Shrove Tuesday (1st March) Ash Wednesday (2nd March) Fair Trade Fortnight (22nd February) World Book Day (3rd March) Mother's Day (27th March) Palm Sunday (10th April) Queen Elizabeth's Birthday (21st April) St George's Day (23rd April)</p>	<ul style="list-style-type: none"> ▪ May Procession (TBC) ▪ World Environment Day (5th June) ▪ Saint Norbert's Feast Day (6th June) ▪ Father's Day (19th June) ▪ Vocations Week (TBC) ▪ My Money Week (June - TBC) ▪ Sports Day (TBC) ▪ School Games Day (TBC) 			

Long-Term Planning

Possible Enrichment	<ul style="list-style-type: none"> Walk around Crowle - What our town looks like Visit to the Library Pantomime 	<p>Train Journey</p> <p>Walk around Crowle - focus on local houses</p>	<p>Crowle Moors</p>
British Values	<ul style="list-style-type: none"> <u>The rule of law</u> - Class Charter and reward system, restorative practice <u>Individual Liberty</u> - Fair Trade , Rights Respecting, Remembrance Day, Rights Respecting <u>Mutual respect and tolerance</u> - Other faiths topic (Judaism), Diwali, statements to live by, Come and See RE 	<p><u>Individual Liberty</u> - Fair Trade, Rights Respecting</p> <p><u>Mutual respect and tolerance</u> - Chinese New Year, statements to live by, Come and See RE</p> <p><u>The Rule of Law</u> - Local Police, class charter and school reward system, restorative practice</p>	<p><u>British Values:</u></p> <ul style="list-style-type: none"> <u>Mutual respect and tolerance</u> - Other faith RE topic (Islam), statements to live by, Come and See RE. <u>Rule of Law</u> - Rights Respecting, class charter, school reward system, restorative practice.