

## United Learning Long Term Overview - Reception (EYFS)

Children will have access to child initiated and adult supported play in the indoor and outdoor area.

Children will have access to continuous provision such as playdough, construction, book corner, jigsaws, writing and maths activities during Learning Labs.

Children will also access an adult led activity based on writing, maths, creative and the outdoors. These will often link to the unit of learning being taught.



***This long-term overview will adapt and change across the year dependent on children's progress, interests and the EYFS framework and non-statutory guidance materials. Teachers use this overview to plan termly activities that will be adapted to meet the needs of SEN children.***

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Talk through Stories</b></p> <p><i>These are rich, quality focused texts related the current topics being taught. This is to support children's communication and language, providing them with a wide range of vocabulary that is repeated and understood.</i></p>	<p>Owl Babies – Martin Waddell</p> <p>Supertato – Sue Hendra &amp; Paul Linnet</p>	<p>One Snowy Night – Nick Butterworth</p> <p>The Scarecrow's Wedding – Julia Donaldson</p>	<p>George and the Dragon – Christopher Wormell</p> <p>Zog – Julia Donaldson</p>	<p>Farmer Duck – Martin Waddell</p> <p>The Extraordinary Gardner – Sam Boughton</p> <p>A Little Bit Brave – Nicola Kinnear</p>	<p>Ravi's Roar – Tom Percival</p> <p>On the Way Home – Jill Murphy</p>	<p>Alien's Love Underpants! - Claire Freedman and Ben Cort</p> <p>The Owl who was afraid of the dark – Jill Tomlison and Paul Howard</p> <p>Ruby's Worry – Tom Percival</p>
<p><b>Reading for Pleasure and Voted Stories</b></p> <p><i>These texts are related to the current topics being taught. As part of pupil's voice, children vote for a story they would like to hear during the day. The stories they can choose from are both non-fiction and fiction texts.</i></p>	<p>From Head to Toe = Eric Carle</p> <p>Hip and Hop: You can do anything – Akala</p> <p>Hair Love by Matthew Cherry and Vashti Harrison</p> <p>I Will Never Not Ever Eat a Tomato – Lauren Child</p> <p>What Makes Me a Me? – Ben Faulks</p> <p>All about families – Usbourne Books</p> <p>Supertato – Sue Hendra &amp; Paul Linnet</p> <p>The Colour Monster – Anna Llenas</p> <p>Tough Guys Have Feelings too – Keith Negley</p>	<p>Lighting a lamp = Jonny Zucker</p> <p>Eight Candles to Light – Jonny Zucker</p> <p>A Christmas Story – Ian Beck</p> <p>Dream Snow – Eric Carle</p> <p>Farther Christmas – Eric Carle</p> <p>Rama and Sita: The story of Diwali – Malachy Doyle</p> <p>The Jolly Postman: Christmas – Allan and Janet Ahlberg</p> <p>Let's Celebrate! Special Days around the world – Kate DePalma</p>	<p>The King's Knickers – Nicholas Allan</p> <p>The Kiss that Missed – David Melling</p> <p>Wake up, Charlie Dragon! – Brenda Smith</p> <p>The Princess and the Giant – Caryl Hart</p> <p>Not your typical dragon – Dan Bar-el</p> <p>Don't let the dragon bite – Ben Wilkins</p> <p>The Dragon and the Nibblesome Knight</p> <p>Lanterns and Firecrackers: A Chinese New Year Story – Jonny Zucker</p> <p>In the Castle – Anna Millbourne</p>	<p>Jack and the Beanstalk</p> <p>Oliver's Vegetables – Vivian French &amp; Alison Barlett</p> <p>The Very Hungry Caterpillar – Eric Carle</p> <p>Titch – Pat Hutchins</p> <p>The Teeny Weeny Tadpole – Sheridan Cain</p> <p>Growing Frogs – Vivian French</p> <p>The Empty Pot – Demi</p> <p>What can you see in spring? – Sian Smith</p> <p>Egg to Chicken Life Cycles – Holly Duhig</p> <p>Life Cycle of a Frog – Grace Jones</p>	<p>The Jolly Postman – Allan and Janet Ahlberg</p> <p>A Walk in London – Salvatore Rubbino</p> <p>All Aboard to the BoBo Road – Steven Davies</p> <p>In Every House on Every Street – Jess Hitchman and Lila La Belein</p> <p>My World, Your World – Melanie Walsh</p> <p>The Journey Home – Frann Preston-Gannon</p> <p>The Tale of the Toothbrush - M.G Leonard</p> <p>Martha Maps it Out – Leigh Hodgkinson</p> <p>The Queen's Hat – Steve Antony</p>	<p>Ada Twist, Scientist – Andrea Beaty</p> <p>Eric and the Red Planet – Caroline Glicksman</p> <p>Tree – Patricia Hegarty</p> <p>Whatever Next – Jill Murphy</p> <p>Funny Bones – Janet and Allan Ahlberg</p> <p>What is Science? – Rebecca Kai Dotlich</p> <p>Move it! Motion, Forces and You – Adrienne Mason</p> <p>10 Things I Can Do To Help My World – Melanie Walsh</p> <p>Astro Girl – Ken Wilson Max</p>

## Possible themes/lines of enquiry

*United Learning half term themes, seen in whole class learning sessions, daily messages, adult focus learning lab etc.*

*During child-initiated activities children may explore further, or follow own interests.*

*Themes use inclusive of planned taught vocabulary, knowledge, skills...staff are able to follow the themes, but also encourage the development of ideas through the interests of the children.*

*(topics are fluid, dependent on how many weeks are in a term)*

### Me and my World (2 weeks)

Settling in, starting full day routines (10 min maths, snack time, rules, rewards, emergency routines)

Talking about our family, our home and our experiences.

Autumn – seasonal changes, how we take care of ourselves and animals during winter.

We will discuss our pets at home and how we take care of them

(PSED, KUW)

### My heroes (4 weeks)

Talking about people who help us in the community, including postal workers, hairdressers, doctors and police.

Differences and similarities between fictional and everyday heroes – past and present, using the text Supertato to explore this.

(PSED, KUW)

### Standing Ovation (5 weeks)

Celebrations around the world – Diwali, Hannukah, Eid, Bonfire night, Remembrance Day

Comparing how we celebrate special events in different countries and religions, looking at how and why Diwali is celebrated in the Hindu culture. We will be exploring the text Rama and Sita: The story of Diwali to discuss this.

Baptisms, Christenings, birthdays, weddings

Looking at art, music and dancing which is used in celebrations and for enjoyment in different cultures and events.

(PSED, KUW, RE, EAD)

### Christmas (2 weeks)

Recapping on seasons – looking at winter season changes and how this affects us and animals.

Christmas story, nativity, Christian faith, customs, advent, Christmas around the world, Christmas crafts, taking part in nativity / Christmas events.

(KUW, PSED, RE)

### Castles, Knights and Dragons (4 weeks)

Past and present – learning about different types of mythical creatures and dragons in ancient legends. Parts of a castle design, jobs around the castle and how a knight protects themselves with armour. We will be exploring texts such as Zog to explore our interest in dragons.

### Chinese New Year (2 weeks)

Acknowledging different cultural celebrations that happen in the UK and around the world. Looking at how Chinese New Year is celebrated and why it is celebrated using The Zodiac story to explore this.

(CD, EAD, PSHE, KUW)

### Spring in our Step (3 weeks)

Recapping on seasons – looking at spring season changes.

We look at the different characteristics of bugs and the different parts of an insect.

Exploring healthy eating as part of growing, using the text The Very Hungry Caterpillar to explore this,

We look at what we need to look after plants and the different types of plants.

Looking at the processes of growing, using texts such as Jack and the Beanstalk to explore this.

Looking at the life cycle of different animals, eg caterpillars and frogs and using the text Growing Frogs to support our understanding of life cycles.

### Easter (2 weeks)

Exploring and discussing the Christian celebration of Easter. Looking at how it is celebrated by Christians and people around the world.

### Where we live (6 weeks)

Looking at the similarities to life in this country and life in other countries. Looking at how people live in different homes using the texts In Every House in Every Street and All Above the Bobo Road to explore this.

Map reading to look at familiar landmarks, such as the shop, school etc. Map reading to look at other landmarks in different part of the UK and around the world using The Queen's Hat to explore popular landmarks.

Using the story Martha Maps It Out to discuss scale, how images do not represent the actual size of a building or landmark. We will be looking at different continents and the animals that live there. We will be discussing features of the earth that are parts of human and physical geography.

Children will participate in science experiments such as changing states of matter and sinking and floating. We will also be understanding how we look after where we live – recycling, reducing, reusing. Looking at how to reduce effects of pollution, using the text The Tale of the Toothbrush and The Journey home to discuss this.

(PSED, KUW, science, maths, geography)

### Science Detectives (5 weeks)

We will be revisiting animals that have become extinct and focusing on pre-historic dinosaurs and how they became extinct. We will be reading the text How Big were Dinosaurs?

We will be exploring animals further and how to categorise living creatures, such as mammals, fish and birds. We will use non-fiction texts to support our learning.

Naming internal and external body parts and healthy practises, including healthy and unhealthy foods and food pyramids using the text Funny Bones to explore this.

Using parts of the text from Ada Twist, Scientist – we will be participating in different scientific experiments using different physical processes, materials and the natural world.

We will be looking at famous astronauts that have visited space and learning about the different planets using the texts Aliens Love Underpants to explore this.

Explore why we have day and night and seasonal changes. We will explore animals that are nocturnal and diurnal. We will be exploring the story The Owl who's Afraid of the Dark.

(PSED, KUW)

### Move Up! (2 weeks)

Preparation for Year 1, discuss same/different, changes

Assessment time

						<p>Transition opportunities and discussing possible worries using the text Ruby's Worry to explore this.</p> <p>(PSED, KUW)</p>
<p><b>RE units</b></p> <p><i>Some RE units are going to be taught as themed weeks alongside the United Learning curriculum.</i></p> <p><i>Some RE units will be taught as stand-alone lessons and supplemented by visitors.</i></p>	<p><b>Harvest</b></p> <p>By reading the story of The Little Red Hen we talk about sharing, working together and supporting others.</p> <p>We also learn harvest songs, and a song to which we sing and sign.</p> <p>Visit to church or visit from Sarah Jane, Bretton Baptist church with harvest activities and stories</p> <p><b>Belongings (Peterborough Syllabus)</b></p> <p>Recognise that families are a group. That we belong to a family in school. Introduce that Christians are a special family.</p>	<p><b>Christmas - Christian faith</b></p> <p>Visit to, or visit from Sarah-Jane from Bretton Baptist church, Christmas crafts, songs, stories</p> <p>Daily message related to how Christmas is celebrated around the world.</p>	<p><b>Celebrations and special times (Peterborough Syllabus)</b></p> <p>Baptism for babies Looking at what happens when a baby is born. Welcoming children into a Christian family. Exploring what happens at a Baptism.</p> <p>Visit Bretton Baptist Church to see the Baptism pool and complete crafts linked to the story of John the Baptist.</p>	<p><b>Easter – Christian faith</b></p> <p>Easter themes - Christian story of Easter.</p> <p>Visit to Baptist Church or from Sarah-Jane for stories, songs and easter crafts.</p>	<p><b>Special books (Peterborough Syllabus)</b></p> <p>Looking at and exploring the stories of: Noah's Ark Jonah &amp; the Whale</p> <p>Visit from Sarah-Jane from Bretton Baptist church; bible stories, games, songs, crafts</p>	
<p><b>Celebrations/Special Occasions</b></p> <p><i>Some of these themes are visited and used as part of our 'Golden Time' activities – some will be explored during RE lessons.</i></p>	<p>Harvest Festival</p>	<p>Diwali</p> <p>Bonfire Night</p> <p>Remembrance</p> <p>Advent and Christmas</p>	<p>Chinese New Year</p>	<p>Mother's Day</p> <p>Ramadan</p> <p>Easter</p>	<p>Ramadan</p> <p>Eid Al Fitr</p> <p>Father's Day</p>	<p>Father's Day</p> <p>Eid Al Adha</p>
<p><b>Experiences, events, visits or visitors</b></p>	<p>Stay and Play Sessions (with parents)</p> <p>Phased Start</p>	<p>Autumn Walks – introduction to environmental area, signs of autumn in the outside classroom, and school grounds</p> <p>Christmas Nativity Play</p>	<p>Winter Walks - (changes from autumn) on school grounds Visit from Bretton Baptist Church</p> <p>Afterschool STEM Club</p>	<p>Spring walks - (changes from winter, recall from autumn)</p> <p>Visit to Bretton Baptist Church for Easter crafts</p>	<p>Arrival of 'Farm in a box'</p> <p>Visit from farm</p> <p>Sports Day</p>	<p>Move Up/Transition times</p> <p>New teachers/classroom visit</p>

	Exploring our new school environment - inside and outside  Parent Workshops	Christmas Jumper Day  Visit from Father Christmas  Visit from the dentist (introduction to oral health project)  Odd sock day (anti bullying week)  Bedtime Story Day  Parent Workshops  Children in Need  Afterschool Dance Club	World Book Day  Comic Relief  Visit from Bretton Baptist Church	Afterschool Parachute Club		Whole school Shine Week; show talents – singing, dancing, football, magic...  Careers Day  Nova Day
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<p><b>Role Play Opportunities: Inside and Outside</b></p> <p><i>These are ideas linked to themes, however children may develop further ideas for role play that can be explored and developed.</i></p>	<p>Home corner – children should have access to role play areas/resources that link to home at all times. This may be a home corner set up or access to resources such as a cooker, plates and cups in the playdough area or outside in the mud kitchen.</p> <p>We provide role play areas with familiar themes, but also give opportunities for play in settings new experience and use taught vocabulary.</p>
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	Home corner  Superheroes	Home corner – Diwali enhancements  Hot Chocolate Stand	Castle – Astrofort  Chinese Restaurant	Gardening shop  Florist	Post Office  Bus stop	Space Station  Hospital
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<p><b>Communication and Language</b></p> <p><i>(This is underpinned across all areas of learning, and a part of all day-to-day teaching and learning)</i></p>	<p>United Learning supports the development of children’s spoken language and underpins the learning across all curriculum areas. Adults will constantly be modelling language for children through stories, songs, role play, conversations, questions and discussions. During play adults will comment on what children are doing, provide a commentary of what is happening and sensitively ask questions that allow them to elaborate. During conversations adults will echo back what children say to them, adding in new vocabulary and remodelling any grammar or words that may have been misused through recasting. We will use the statements and supporting examples in Development Matters as a guide for both emerging and expected children.</p> <p><b>In order to develop children’s Communication &amp; Language skills, in line with the Statutory Educational Programs and Development Matters, children will be provided with opportunities to:</b></p> <ul style="list-style-type: none"> <li>• Take part in regular, fun, engaging story sessions during snack and at home time – voted by them. <ul style="list-style-type: none"> <li>• Practise reading skills at home</li> </ul> </li> <li>• Key authors; Trish Cooke, Mick Inkpen, David McGee</li> </ul> <p style="text-align: center;"><b>As well as:</b></p> <ul style="list-style-type: none"> <li>• Taking part in singing regularly and be exposed to a range of songs, rhymes and poems.</li> <li>• Have access to familiar books and unfamiliar books in their environment to promote language through retelling and creating their own stories. Including non-fiction books, comics and magazines.</li> <li>• Have access to role play areas and small world resources linked to familiar experiences, familiar stories or children’s interests to promote talk and new vocabulary.</li> <li>• Learn new vocabulary ALL the time. Within story sessions, snack time, whole class carpet times, free choice play, small group tasks, role play and daily message. <ul style="list-style-type: none"> <li>• Take part in performances that include singing and speaking.</li> </ul> </li> <li>• Learn to share ideas with and listen to a talk partner. Being encouraged to ask questions to their partner to find out more as part of cooperative learning. <ul style="list-style-type: none"> <li>• Communication skills are taught during daily message, table talk, partner talking, random reporter, sentence starters etc. <ul style="list-style-type: none"> <li>• Share their thoughts, ideas, interests, experiences and opinions through whole class discussions and partner talk.</li> <li>• Being encouraged to ask their own questions to find out more.</li> </ul> </li> </ul> </li> </ul>
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- Begin to develop their listening and attention skills in more formal setting e.g. assemblies, phonics sessions and visits from people from outside our school.

## Personal, Social and Emotional Development

*Personal, Social and Emotional Development is supported through daily experiences, including break times, Daily Message and everyday routines.*

*PSED is also taught as stand-alone sessions which will be linked to our topics.*

*(Including C&L and UTW)*

PSED learning will be supported by all adults, across the year throughout each and every day. Adults will naturally model and teach PSED skills through play, language and carpet sessions. We will use the statements and supporting examples in Development Matters as a guide, particularly when a member of staff feels a child is not developing at the appropriate rate so that we can tailor the support they need.

**In order to develop children’s PSED skills, in line with the Statutory Educational Programs and the Development Matters supporting materials, children will be provided with opportunities to:**

- Access a wide range of resources independently within their learning environment. With a wide range of open-ended resources and activities to allow them to develop their own ideas and set their own goals.
  - Aspire to gain all their weekly ‘Golden Time’ for following the Nova school rules.
  - To earn ‘tokens’ for their colour team as part of a team effort and gain a whole team reward.
  - Build secure relationships with other children and a range of important adults in school.
- Get to know their wider school community through inviting them into the classroom for story times, visiting them and taking part in assemblies, PE and whole school events.
  - Meet new people, to in turn build up their confidence around people they may not know.
    - Take on roles and responsibilities in class such as ‘Keeper of the Books’.
  - Take part in events such as sports days, school trips, performances that build their confidence in new social situations.
- Share their feelings in a comfortable, safe and secure environment that encourages them to be open to how they feel and learn about the feelings of others.
  - Learn new vocabulary about feelings through discussions, stories and experiences.
  - Have opportunities to play games that involve turn taking and rules in pairs or small groups.
    - Belong to a safe environment where they can feel ambitious and proud.
  - Use the self-regulation board to develop their emotional maturity and self-awareness

**PSHE Units** *(Whole school PSHE scheme following SCARF – this is supplemented by Key Stage assemblies)*

What makes me special	Similarities and differences	Keeping my body safe	Looking after things: friends, environment, money	Keeping my body healthy: food, exercise, sleep	Cycles
People close to me	Celebrating differences	Safe secrets and touches		Growth Mindset	Life stages
Getting help	Showing kindness	People who help to keep us safe			Girls and boys: similarities and differences

## Physical Development

*Children will have access to activities and resources that support their physical development throughout the day. This will be supported in adult initiated and child led activities.*

*(Including PSE & Literacy development)*

Children have daily access to an outdoor area that provides a wide range of opportunities to develop their gross and fine motor skills. In this area children can practise skills over and over to improve their accuracy and precision.

Adults model skills such as throwing and catching during play and join in games with children, allowing them to give tips and support on how the children can improve.

Within the classroom, resources such as playdough, malleable materials, scissors and mark making materials are always available for the children to use.

Children access 1 PE sessions a week, led by PE specialist. These take place either indoors and outdoors and are a chance for them to be directly taught a range of skills such as gymnastics, dance, ball skills and team games.

**In order to develop children’s Physical Development skills, in line with the Statutory Educational Programs and the Development Matters children will be provided with opportunities to:**

- Access the outdoor area daily.
  - Ride scooters and tricycles.
- Use balls, bats, hoops and bean bags.
  - Access to climbing equipment.
- Move at speed, in a range of ways in a safe environment.
- Use a range of tools such as spades, rakes, sieves, buckets and watering cans.
  - Build and construct on a large and small scale.
- Collaborate with others to move large items such tires, wooden blocks and crates.
  - Access to ribbon sticks, pompoms and streamers.
- Dance to music and learn new movements, following different rhythms
- Use scissors to snip and cut paper and have access to resources they can use to attach things together e.g. selotape, glue and spreaders and paper clips.
  - Develop their pencil grip, control and pre-writing pattern skills in a range of ways, as well as learning to form letters correctly.
  - Dress and undress- including putting on and off their own coat, as well as wearing dressing up clothes or putting clothes on dolls.
- Use the toilet and wash their hands independently. With support, guidance and parent partnerships formed for those children who are not yet able to do this themselves.
  - Have access to a range of healthy snacks and water each day and make choices about which snack to choose.

- Develop their cutlery skills if eating school dinners and eat a range of healthy food items.

**PE lessons**

PE coach uses both Get set for PE, and Real PE – using both the ‘themes’ and skills to plan.

Real PE themes; pirate, jungle, cat, tightrope, train, space, seaside, juggling, clown, bike, squirrel, fairytale.

**Social (Real PE)**

Ball skills  
Fundamentals

**Personal (Real PE)**

Fundamentals  
Gymnastics

**Creative (Real PE)**

Dance  
Invasion

**Physical (Real PE)**

Invasion  
Send and receive

**Cognitive (Real PE)**

Net and Wall  
Athletics

**Health and Fitness (Real PE)**

Athletics  
Strike and Field

**Oral hygiene**

Daily toothbrushing after lunch (CAMBRIDGESHIRE COMMUNITY SERVICES NHS TRUST)  
PSED lessons on personal hygiene  
Home involvement - reward charts, provide toothbrush and toothpaste to each child

**Literacy: Reading & Phonics –**

*Children will have reading opportunities during Daily Message – they will learn new vocabulary related to the theme.*

*Children will have formal phonics lessons following the Read, Write Inc scheme daily.*

*Children will be encouraged to read for pleasure, through adult modelling and opportunities to choose different texts.*

*(Including C&L, Literacy and PD links)*

Children will be encouraged to develop a love of books and reading throughout the day. Children will listen to stories in schools regularly, including during snack time, at the end of the day and during Daily Message. These books are often linked to the theme, are by our key author or from our Book Corner. Children will have the opportunity to vote for the book they would like to hear as part of their morning jobs.

Stories will be used to engage children in extended conversations and encourage using new vocabulary. Children will start their day with Reading for Pleasure, where they are encouraged to share books with their peers.

We encourage children to take home books daily to share with family members to further develop their love for reading at home. Children need good role modelling of a love of reading, we will support this in Parent Workshops.

Children will also be taught the skill of reading, including word reading, fluency and comprehension. When ready, children will bring home a reading book that is suitable for their phonics ability. We encourage this to be read at home to secure children’s reading skills.

Children will also learn about the meaning of text and that texts have different purposes, that we read from left to right, top to bottom and turn to the next page. It is important children have access to non-fiction and fiction books to support this.

Following the Read, Write Inc guidance – children will be taught in classes to establish the initial sounds m, a, s, d, t, i and begin to orally blend CVC words, such as m-a-d during Fred Talk. After initial assessment, children will then be streamed into groups depending on their phonic ability.

Initially, children will be encouraged to take a reading for pleasure book home from the book corner, they can change this daily or during ‘Book Bag Friday’. This is to encourage a love of reading and reading with a family member before the tricky task of reading independently. Once children can blend written words phonetically, children will begin to bring phonetically decodable texts home to share with family members – this will to be to develop fluency and comprehension.

In a separate session, children will be taught common exception words, such as I and the. This will further develop children’s reading ability and they will eventually be able to recognise those words by sight within a text.

Children will be assessed several times throughout the year so that gaps can be filled by parent workshops, working with spotlight children and in-school intervention, as well as whole-class teaching and pinny time.

Children will have continuous access to resources that promote fine and gross motor movement and coordination such as scissors, tweezers, playdough and tools, chalk, paint brushes, drawing materials. This will support their letter formation and pencil grip for writing.

## Literacy: Pre-writing and Letter Formation

Children will have lots of opportunities for writing and letter formation. This may include mark making or word writing.

Children will also have the opportunity in whole class sessions to create big and small movements during tummy time.

(Links to PD, particularly fine motor, and Literacy)

Children will be encouraged to use large gross motor movements to make marks outdoors and to adapt the size of these movements when using paper indoors.

During the year children will have access to large equipment such as parachutes and climbing frames to ensure their muscles are well developed.

### Mighty Writer/ Handwriting

Children will either participate in Mighty Writer sessions or Handwriting sessions.

Children will have the opportunity to write independent and dictated sentences using the structure of Mighty Writer. We will model writing a full sentence using pictures and symbols to support sentence order. For example, "I can see a cat. The cat is black."

If they are completing handwriting sessions instead, they will be working on gross motor movements, such as making circles, zig zags and wiggles. This will then progress to writing sounds and then CVC words. For example, "dog". This will again be modelled by the teacher.

Learning during this session will be used as evidence towards next steps and filling gaps.

### Handwriting of grapheme (phonics)

The written form of a sound is called a grapheme. With these graphemes the children will learn a rhyme to help their letter formation.

Children will have opportunity to practice the learnt sound during phonics lessons. This will change from one sound a day to one sound a week.

Those that are ready will begin writing words that include the grapheme. For example, if they are learning the sound 'p' they will practice words like 'pat'. Developing them further will be to write independent and dictated sentences with these sounds.

Groups will be differentiated so children are working alongside similar ability peers and can receive support specific for their developmental stage. Those who need additional support will receive targeted intervention to support the missing gaps.

### Fine Motor Activities

Children will have the opportunity to strengthen their hands and develop their precision during Learning Labs. Maths, Creative, Literacy and Outdoor labs will be appropriately planned to support the needs of the children. This will include Fine Motor activities as it is a priority to develop writing skills.

Depending on the theme of learning, children will also have other fine motor activities, such as threading beads to make a necklace for the Queen in the Maths Labs, or cleaning muddy animals with a toothbrush.

Children will have access to activities such as playdough, cutting and sticking and threading as part of their continuous provision.

This allows children the opportunity to use their fingers and hands with precision as the hand muscles strengthen to further develop their writing ability.

## Literacy – Emergent writing stimulus and ideas

(Links to PD, C&L, Literacy and EAD)

Children should be motivated to write through careful resourcing that inspires them to want to make marks. Children will have constant access to materials including pencils, pens, crayons, chalks, paint brushes, clipboards, note books, plain paper, blank cards, home-made books and coloured paper.

Adults will model writing regularly, talking out loud about what they are doing, showing there is meaning to their marks. Children will be praised for all mark making, with adults showing a genuine interest in what their marks represent and mean.

Reception children will take part in regular adult-led writing activities linked to the current topic, their stage of development and their interests. Children will be taught how to listen to the sounds in words, represent these sounds on paper, how to hold a sentence and to use finger spaces and punctuation.

Writing will also take place regularly in Phonics sessions. Moving from letter formation, to word building, to CVC word writing and then holding a sentence.

Children will have access to taught Mighty Writer sessions which encourages children to write sentences with the use of pictures and symbols.

## Name writing

Follow the interests and engagement of those already recognising and attempting to write their name when they start.

Daily opportunities for name writing as adult led and child-initiated learning.

(Includes PD and Literacy)

Daily use of 'Sign-In Sheets'

Children's name writing to be assessed to find out if they are at: recognition, name building or name writing stages.

Sign-In Sheets personalised to each child's needs and development.

Progress Tracking – Half Term review of writing name, adapting sign in sheets for progression of name writing.

<p><b>Literacy Learning Labs</b></p> <p>This will be linked to the current topics being taught during Daily Message from the United Learning curriculum.</p> <p>There will be a particular focus on pencil grip, fine motor skills, using phonics knowledge and letter formation.</p> <p>(Links to C&amp;L, PD and Literacy)</p>	Write first name without a reference	Blend sounds into words	Spell words by identifying sounds	Form lower case and capital letters correctly	Form lower case and capital letters correctly	Write short sentences using capital letter and full stop
	Answer 'what' questions	Spell words by identifying sounds	Record and retell stories using a story map	Spell words by identifying sounds	Spell words by identifying sounds	Re-read what they have written to make sure it makes sense
	Spell words by identifying sounds	Sequencing and retelling a story	Read and write simple phrases	Write short sentences using capital letter and full stop	Write short sentences using capital letter and full stop	Read and write simple phrases
	Orally plan a sentence	Answer 'who, what and where' questions	Continue a rhyming string			
	Write CVC words	Write first name without reference	Create a simple narrative			

**10 Minute Maths**

This is a Success for All scheme that provides a strong base for children to understand and apply mathematical concepts.

(Links with Mathematics, C&L)

This is a reception maths programme that is taught for 10 minutes every day. This is a whole-class session and ensures progression by changes or development in maths concepts each month.

The permanent display enables children to interact with resources throughout the school day, which supports consolidation of maths skills.

Children will explore concepts such as weather graphs, pictograms, number bonds, calendar dates, patterns, the changes in weather and seasons and celebration of birthdays!

We celebrate 100 days in school as part of 10 Minute Maths – this is celebrated with a 100-day party.

**Maths**

Maths opportunities will be built into daily school life. Each morning learning will start with 10 Minute Maths. This is a repetitive session where the children look at calendar dates, seasons, place value, graphs and other concepts. The concepts are changed and developed with every calendar month.

Children will have opportunities to build upon maths skills taught by accessing the same resources in the Maths Area during Learning Labs. Resources that promote and develop maths skills will appear throughout the environment e.g. tape measures and rules in construction, money and clocks in the role play area and weighing scales in the play dough area. As well as a maths area with dienes blocks, clocks, shapes and other standardised maths equipment.

Children will also have access to open-ended resources in the provision, such as necklaces, wooden sticks, shells and conkers that the children can choose to explore mathematically.

Reception children will be taught Maths using the White Rose program. This will be adapted as it is taught to ensure it is meeting the needs of the children and is in line with their understanding and learning of new concepts. This program is used through the school.

Number formation will be built in to learning regularly, when appropriate to current teaching and will be taught using a number formation rhyme.



<p><b>Maths Learning Labs</b></p> <p>This will be linked to the current concepts being taught during White Rose maths and topics from the United Learning curriculum.</p> <p>There will be a particular focus on number skills, fine motor skills, shape and measuring knowledge and number formation.</p> <p>(Links to C&amp;L, PD and Maths)</p>	<p>Match and sort</p> <p>Compare Amounts</p> <p>Compare size, mass and capacity</p> <p>Explore patterns</p> <p>Circles and Triangles</p> <p>Spatial Awareness</p> <p>Recognising sets</p>	<p>Recognising sets</p> <p>Explore 1 more 1 less</p> <p>Rectangles and Squares</p> <p>Time and Sequencing</p>	<p>Composition of numbers</p> <p>Comparing numbers</p> <p>Compare length, weight and capacity</p> <p>Counting and subitising</p> <p>Combining 2 groups</p>	<p>Compare length, weight and capacity</p> <p>Time</p> <p>Recognise and represent numbers</p> <p>Compare numbers</p> <p>Number bonds to 10</p> <p>Shape and Spatial Reasoning</p> <p>Continue, copy and create repeating patterns</p>	<p>Building numbers beyond 20</p> <p>Counting patterns</p> <p>Spatial reasoning</p> <p>Adding more</p> <p>Take away</p>	<p>Automatic recall</p> <p>Doubling</p> <p>Sharing and Grouping</p> <p>Odds and Evens</p> <p>Spatial Reasoning</p> <p>Continue, copy and create patterns</p> <p>Problem solving</p>
<p><b>Understanding the World Experiences</b></p> <p>These experiences are starting points and may adapt and change based on interests and fascinations.</p> <p>Teaching will often be during Daily Message and linked to continuous provision.</p> <p>This area includes direct links to RE teaching.</p> <p>(KUW, C&amp;L)</p>	<p>Children will have daily access to the outdoor area, in almost all weathers.</p> <p>The outdoor area includes a range of trees and plants, which attracts wildlife.</p> <p>Logs, bug hotels, bird feeders are accessible all year.</p> <p>Adults will ask questions to the children or make 'I wonder if...' statements to develop their curiosity and explorative skills.</p> <p>Natural materials will be included within the indoor environment eg. shells in the maths area, pine cones in construction are - at various points to stimulate discussion.</p> <p>Conversations will take place throughout the year about families, home life and experiences.</p>					
<p>Getting to know our school environment and key staff.</p> <p>Talking about members of our families and community.</p> <p>Talk about people around them and their roles in society.</p> <p>Harvest - what do farmers do at this time... exploring different fruits and vegetables, and how they grow.</p> <p>Talk about people not as fortunate as selves, and sharing food at harvest time.</p> <p>Observing the weather and changes that happen in Autumn through walks around school, and outdoor classroom. Children explore leaves, cones etc and learning about hibernation.</p>	<p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Exploring sound – what can you hear? Different types of musical instruments and the sounds they make. We will make own instruments and explore types of music genres.</p> <p>Understand how fireworks are used for celebrations – firework safety.</p> <p>Exploring the story of Diwali, look at patterns, diva lights, celebrations, such as food, gifts, decorations, clothing, family and friends.</p> <p>Exploring the Christmas story and how it is celebrated</p>	<p>Looking at some similarities and differences between things in the past and now. Talking about who lives in a castle, how they were designed and built and how long ago.</p> <p>Looking at different monarchs from the past and present. Discussing different jobs that they do.</p> <p>Exploring Chinese New Year celebrations, such as food tasting, observing Chinese culture, dancing, music, instruments, learning some language and Chinese writing.</p>	<p>Looking closely at bugs, and naming the parts of bugs and making bug hotels</p> <p>Looking after plants – what do they need to grow? Indoor and outdoor plants. What happen with no water, light or care? Naming parts of a plant.</p> <p>What happens in spring – temperature, new flower/plant grow, new born animals.</p> <p>What grows in a garden? Different uses of gardens such as leisure, play, relax, growing food and keeping after pets.</p> <p>Understanding the Easter story as part of Christian faith and comparing how other people celebrate.</p>	<p>Comparing cities and countryside – looking at areal views of places.</p> <p>Draw information from simple maps and identifying key features.</p> <p>Recognising similarities and differences between different countries – such as weather, homes, different animals.</p> <p>Where do animals live? Forest, jungle, garden, water... Revisit hibernation and migration</p> <p>Looking at how we take care of the planet, such as recycling, reusing and reducing. Looking at how the water cycle provides us with water to reuse.</p> <p>What grows in a garden/farm? Different uses of gardens such</p>	<p>Summer walk to talk about weather and seasons, clothing and activities. Observe, monitor and predict the weather.</p> <p>Exploring changes of matter with solids, liquids and gases, such as making ice lollies and slime. Looking at what process happen to change the state of matter.</p> <p>Exploring light and dark with sunlight, shade, shadows, torches. Exploring how the sun produces heat – warmer in the sun, cooler in the shade.</p> <p>Using magnifying glasses to look closely at exposed parts of our body; hair on arms, veins, pores, nails and naming parts of the body.</p> <p>Finding out how internal parts of our bodies work – brain,</p>	

		<p>around the world. Such as, gifts, decorations, food, family...</p> <p>Different religious celebration. Looking at how traditions have changed over time (who invented cracker, why do we have a tree, mistletoe?)</p>			<p>as leisure, play, relax, growing food and keeping after pets.</p> <p>Celebrating Ramadan and Eid, looking at how it is celebrated by Muslims and compare other celebrations. Such as food, gifts and decorations.</p>	<p>bones, muscles, heart and lungs.</p> <p>Learning about space, including the different planets. Exploring the past with famous astronauts who first landed on the moon.</p>
<p><b>Expressive Arts and Design Experiences</b></p> <p><i>These experiences are starting points and may adapt and change based on interests and fascinations.</i></p> <p><i>Children will have opportunity to be creative throughout the day – especially within the role play area, creative labs and outside.</i></p> <p><i>'Charanga is used as teaching tool to teach different music concepts.</i></p> <p>(Links with C&amp;L, Literacy, PD and UTW)</p>	<p>Children will have the opportunity to explore painting, drawing, dancing, singing, music, role play, small world, construction, cutting and sticking, designing and junk modelling throughout the continuous provision choices indoors and outdoors.</p> <p>Self-expression will be encouraged and admired, supported by children having access to a range of open-ended resources.</p> <p>Adults will model new skills and techniques for children to then explore in their free play.</p> <p>Children will sing as a class regularly, learning a range of new songs and nursery rhymes. Children will also take part in Singing Assembly every week.</p>					
<p><b>Assessments</b></p>	<p>We assess children's learning and development throughout the year so that we can support missing gaps, challenge learning and to inform our planning of next steps. We complete Baseline activities in September to assess their knowledge and starting points of their academic career. We then use this to assess the progress made from the start of the academic year to the end of the academic year. We aim for all children to reach their Early Learning Goals and will assess whether they are emerging or expecting at the end of the year. If a child is making good progress in Maths, Literacy, PSED, Physical Development and Communication and Language we can assess them of having Good Levels of Development (GLD). If a child is missing gaps, we plan intervention groups which are adapted throughout the year, with an experienced Teaching Assistant.</p>					
	<p>Self portraits</p> <p>Family portraits</p> <p>Autumn collages</p> <p>Superhero printing</p> <p>Colour mixing</p> <p>When I grow up portraits</p>	<p>Cards: Christmas and Diwali</p> <p>Calendars</p> <p>Making divas</p> <p>Firework paintings - Jackson Pollock inspired</p> <p>Diwali dancing</p> <p>Listening to classical music and comparing to current music</p> <p>Listening to music used for celebrations</p> <p>Finding sounds in music – like fireworks</p> <p>Perform in the Nativity</p>	<p>Creating dragon pictures</p> <p>Using junk modelling to create castles and dragons</p> <p>Using shapes and patterns to create castle and dragon pictures</p> <p>Castles, knights and dragons' songs with BSL</p> <p>Chinese lanterns</p> <p>Chinese dragons</p> <p>Chinese dancing</p> <p>Music making for the Chinese parade</p>	<p>Easter cards</p> <p>Mother's Day cards</p> <p>Printing with fruits and vegetables</p> <p>Printing and wax resistant to create extraordinary garden</p> <p>Butterfly prints</p> <p>Colour wheels</p>	<p>Cards for Eid</p> <p>Music from around the world</p> <p>Perform and sing different songs from around the world</p> <p>Junk modelling to create areal views of places around the world</p> <p>Animal painting from around the world</p>	<p>Father's Day cards</p> <p>Space pictures using chalks</p> <p>Create self portraits</p> <p>Make models of skeletons</p>