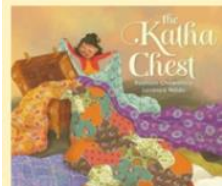
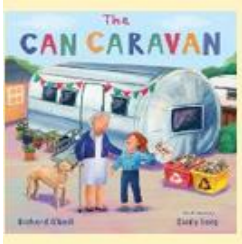
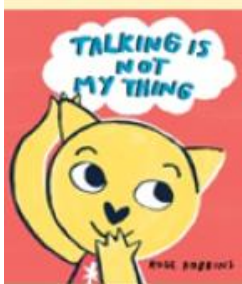
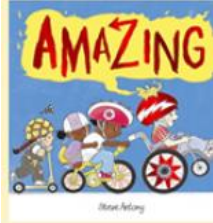
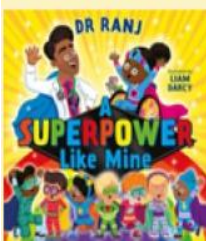




Inclusion



Different families	Cultural diversity	Neuro-diversity	Physical difficulties	BAME main characters (Black, Asian, Minority ethnic)
 	  		 	 

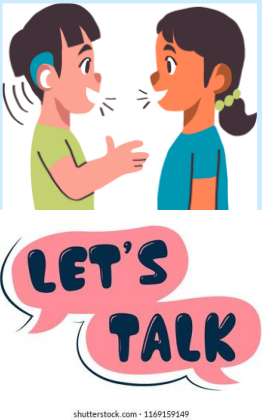


Parental Involvement

We work closely with all parents throughout the EYFS. Parents are made aware of the 'What to expect when' document and aspects will be shared with parents throughout the year.
Relevant sections are also shared with subject leaders.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Parental Involvement	1:1 meetings with class teacher Love of Reading afternoon Phonics workshops for parents	Parents evening Reception Nativity performance Christmas craft with parents - party hats	Maths workshops for parents	Parents evening Easter craft with parents- chicks	Love of reading afternoon	End of year trip to the beach - parent volunteers

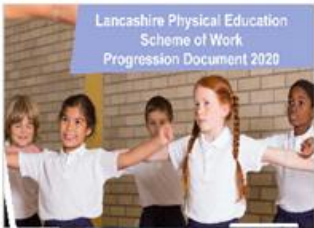
	Autumn 1  All about me!	Autumn 2  Let's Celebrate!	Spring 1  Our area!	Spring 2  Let's Grow!	Summer 1  Amazing Minibeasts!	Summer 2  Fun at the seaside!
Concepts	Identifying and belonging	Diversity and community	Place and belonging	Growth and change	Living things	Places and environment
Predicatble Interests	Autumn	Diwali Bonfire Night Remebrance Day Christmas	Pancake Day Valentines Day Chinese New Year Winter	Easter Spring Mother's Day	Minibeasts Children's gardening week Earth Day Summer	Holidays Sea cretures Africa Ocean day

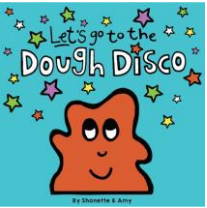
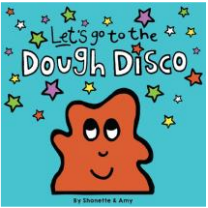
	Autumn 1  All about me!	Autumn 2  Let's Celebrate!	Spring 1  Our area!	Spring 2  Let's Grow!	Summer 1  Amazing Minibeasts!	Summer 2  Fun at the seaside!
Concepts	Identifying and belonging	Diversity and community	Place and belonging	Growth and change	Living things	Places and environment
Communication and language	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.					
	Good sitting and listening rules Enjoy a story. Learn and use a wide range of vocabulary. Follow 2-part instruction. Understand why questions. Sing a large repertoire of songs and rhymes. Engage with nonfiction text. Shared reading Guided Tall	Pay attention to more than one thing at a time. Learn and use a wide range of vocabulary. Sing a large repertoire of songs and rhymes. Start a conversation with an adult or friend. Engage with non-fiction text. Shared reading Guided Talk	Listen to a story and recall key points. Learn and use a wide range of vocabulary. Answer a 2-part question. Sing a large repertoire of songs and rhymes. Talk about familiar books. Engage with non-fiction text. Shared reading Group Reading (Book Look)	Learn and use a wide range of vocabulary. Sing a large repertoire of songs and rhymes. Ask questions to find out more and clarify understanding. Familiarity and understanding about stories. Engage with non-fiction text. Shared reading Group Reading (Book Look)	Learn and use a wide range of vocabulary. Sing a large repertoire of songs and rhymes. Talk to organise play. Speak in well-formed sentences. Describe events in detail. Explain how things work and why they might happen. Deep familiarity and retell story. Engage with non-fiction text. Shared reading Group Reading (Book Look)	Learn and use a wide range of vocabulary. Sing a large repertoire of songs and rhymes. Connect ideas using connectives. Engage with non-fiction text. Shared reading Group Reading (Book Look)

	Autumn 1  All about me!	Autumn 2  Let's Celebrate!	Spring 1  Our area!	Spring 2  Let's Grow!	Summer 1  Amazing Minibeasts!	Summer 2  Fun at the seaside!
Concepts	Identifying and belonging	Diversity and community	Place and belonging	Growth and change	Living things	Places and environment
Personal, Social and Emotional Development	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, cooperate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life					
Coram Life Eductaion 	New Beginnings Children knowing they are a valuable individual Being me in my world Class Rules and Routines Supporting children to build relationships Taking turns, wait politely, tidy up after ourselves Learning to recognize and name emotions in ourselves and others. Zones of Regulation Me and my relationships All about me	Getting on and falling out. Naming and coping with emotions Developing resilience and self - confidence Building constructive and respectful relationships. Model effective problem solving and resolution. Self Regulation Tee Pee Valuing difference I'm special, you're special Same and different	Good to be me Feelings Learning about qualities and differences Celebrating differences Stranger danger- Little Red Riding Hood. Identify and moderate their own feelings socially and emotionally. Keeping safe What's safe to go onto my body	Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after our planet Developing strategies for regulating our own behaviour and supporting others. Rights and Respect Looking afte my special people	Looking after others Friendships Developing resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on. Looking after pets/ animals / our wonderful world. Being my best Bouncing back when things go wrong	Taking part in sports day - Winning and loosing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour Dreams and goals. Growing and changing Seasons Life stages - plants, animals, himans



What makes me special Me and my special people Who can help me? My feelings School value	Same and different families Same and different homes I am caring I am a friend School value	Keeping myself safe - what's safe to go inot my body including medicines Safe indoors and outdoors Listening o my feelings Keeping safe online People who keep me safe School value	Looking after my friends Being helpful at hoem and caring for our classroom Caring for our world Looking after money inccuding recognising, spending, using, saving and keeping it safe School value	Yes I can! Healthy eating My healthy mind Move your body A good night's sleep School value	Life stagtes - human life stage Where do babies come from Getting bigger Me and my body - girls and boys School value
---	--	---	---	--	--

	Autumn 1  All about me!	Autumn 2  Let's Celebrate!	Spring 1  Our area!	Spring 2  Let's Grow!	Summer 1  Amazing Minibeasts!	Summer 2  Fun at the seaside!
Concepts	Identifying and belonging	Diversity and community	Place and belonging	Growth and change	Living things	Places and environment
Physical Development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.					
Physical Development Gross Motor 	Lancashire PE Scheme of Work 2020- Themes 'Welcome to PE' Progression 1-5 	Lancashire PE scheme of work 2020 - stories 'How to Catch a Star by Oliver Jeffers' Progression 1-5 	Lancashire PE Scheme of Work 2020- Themes Progression 1-5 	Lancashire PE scheme of work 2020 - stories 'Jack and the Beanstalk' Progression 1-5 	PE Scheme of Work 2020- Themes 'Minibeasts' Progression 1-5 	Lancashire PE Scheme of Work 2020- Themes 'Seaside' Progression 1-5 

	Autumn 1  All about me!	Autumn 2  Let's Celebrate!	Spring 1  Our area!	Spring 2  Let's Grow!	Summer 1  Amazing Minibeasts!	Summer 2  Fun at the seaside!
Concepts	Identifying and belonging	Diversity and community	Place and belonging	Growth and change	Living things	Places and environment
Physical Development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Fine motor control and precision, helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Physical Development Fine Motor 						
	Pencil and Brush Control (Grip, Control, Dominant Hand, Range of Tools, Core Muscle Strength, Good Posture, Foundations of Handwriting Style) Scissor Skills (One handed tools and equipment and use safely and confidently) Cutlery Skills (Range of tools, use safely and confidently and independently) Drawing Skills (Control, mark make, directions, lines and shapes, potato people,					

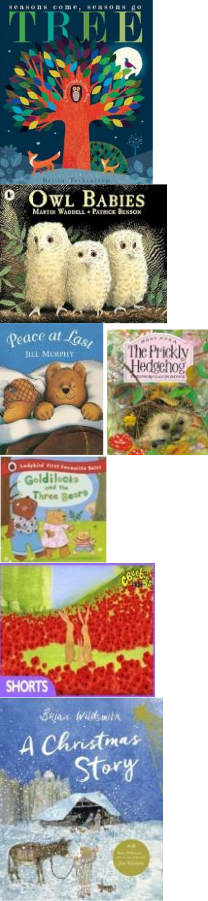
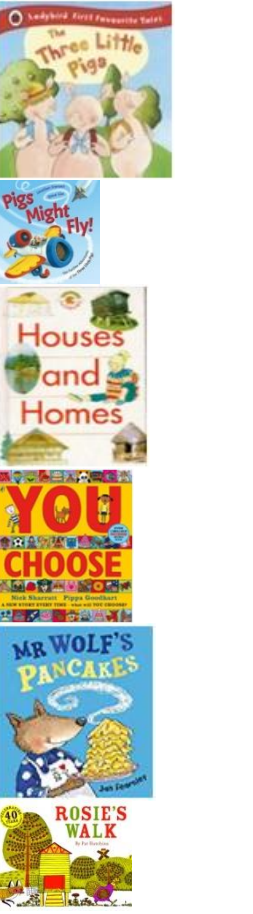
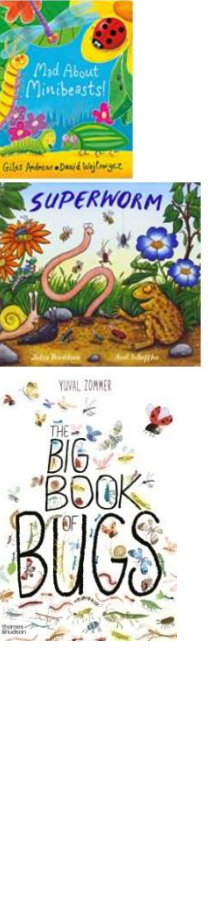
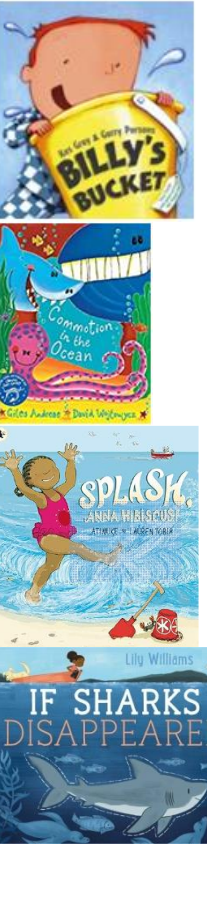
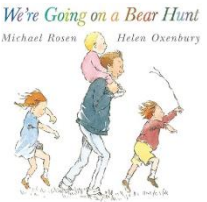
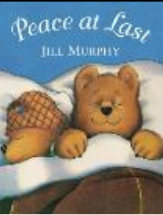
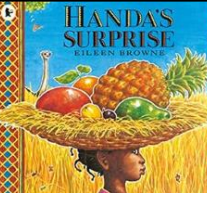
	Autumn 1  All about me!	Autumn 2  Let's Celebrate!	Spring 1  Our area!	Spring 2  Let's Grow!	Summer 1  Amazing Minibeasts!	Summer 2  Fun at the seaside!
Concepts	Identifying and belonging	Diversity and community	Place and belonging	Growth and change	Living things	Places and environment
Word Reading Comprehension	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) paragraph text					
 SUPERSONIC Phonic Friends 	Phase 1 including a heavy focus on oral blending and segmenting Develop phonemic awareness focus on alliteration and rhyme. Basic 2 GPCs	Tricky words -Basic 2 - I, no, go, to, the, into Reading and writing ph2 GPCs in words and sentences	Introduction of Basic 3 GPCs Tricky words he/she/was/my/w e/be/me/all/they Drip Basic 4 in Basics 2 and 3 where appropriate	Continuation of Basic 3 GPCs Reinforcement of Ph 3 tricky words Drip Basic 4 in Basics 2 and 3 where appropriate	Further application of Basic 3 GPCs in words and sentences Drip Basic 4 in Basics 2 and 3 where appropriate	Basic 4 and application of basic 3 sounds Drip Basic 4 in Basics 2 and 3 where appropriate
	Listen to stories or information that has been read to them. Recite simple rhymes. Understand the difference between text and illustrations. Knows that in English print is read from left to	Listen to and discuss stories or information that has been read to them. Recite simple rhymes and songs. Understand the difference between text and illustrations. Knows that in English print is read from left	Listen to and discuss stories or information that has been read to them. Recite simple rhymes and songs. Understand and discuss the difference between text and	Listen to and discuss stories or information that has been read to them, or they have read themselves. Recite a range of simple rhymes and songs. Understand and discuss the difference between text and	Listen to and discuss stories or information that has been read to them, or they have read themselves. Recite a range of simple rhymes, songs and poems. Understand the difference between text and illustrations in a range of text types.	Listen to and discuss stories or information that has been read to them, or they have read themselves. Recite a range of simple rhymes, songs and poems. Understand the difference between text and illustrations in a range of text types.

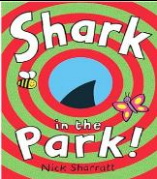
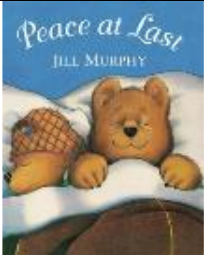
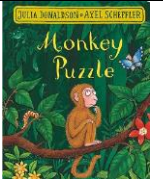
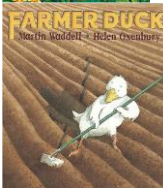
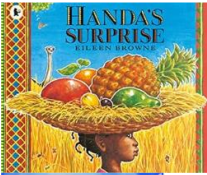
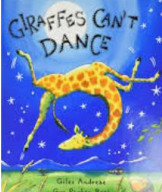


right and top to bottom. Hold a book correctly and turn pages from front to back. Talk about the front cover, title and illustrations in stories. Discuss specific information in non-fiction texts, e.g. labels, images. Look closely at the illustrations to develop understanding of the story. Activate knowledge linked to own experiences, e.g. Tell me about your family. Explore new vocabulary, provided by an adult, linked to stories, non-fiction, rhymes and themes. Use recently introduced vocabulary appropriately during discussions. Say how they feel about stories.	to right and top to bottom and that print conveys meaning. Hold a book correctly and turn pages from front to back. Talk about the front cover, title and illustrations in stories. Discuss specific information in non-fiction texts, e.g. labels, images. Make predictions and anticipate key events based on illustrations and title in stories that have been read to them. Look closely and discuss the illustrations to develop understanding of the story. Activate knowledge linked to own experiences, e.g. What do you know about where you live? Explore and discuss new vocabulary linked to stories, non-fiction, rhymes and themes, e.g. word rap, vocabulary wall, word tree. Use recently introduced vocabulary appropriately during discussions about texts. Respond to questions using who and what linked to texts and illustrations. Identify	illustrations. Knows that in English print is read from left to right and top to bottom and that print conveys meaning. Talk about the front cover, title and illustrations in stories. Discuss specific information in non-fiction texts, e.g. labels, images, captions and contents page. Make predictions and anticipate key events based on illustrations, story content and title in stories that have been read to them. Look closely and discuss the illustrations to develop understanding of the story. Activate prior knowledge, e.g. What do you know about the queen? Explore, discuss and revisit new vocabulary linked to stories, non-fiction, rhymes and themes, e.g. word rap, vocabulary wall, word tree. Use recently introduced vocabulary appropriately during	illustrations. Knows that in English print is read from left to right and top to bottom and that print conveys meaning. Talk about the front cover, title and illustrations in stories. Discuss specific information in non-fiction texts, e.g. labels, images, captions and contents page. Make predictions and anticipate key events based on illustrations, story content and title in stories that have been read to them, or they have read themselves. Look closely and discuss the illustrations to develop understanding of the story. Activate prior knowledge, e.g. Where might you see some animals? Explore, discuss and revisit new vocabulary linked to stories, non-fiction, rhymes and themes, e.g. word rap, vocabulary wall, word tree. Use recently introduced vocabulary appropriately during discussions linked to nonfiction and when retelling stories. Respond to questions	Knows that in English print is read from left to right and top to bottom and that print conveys meaning in an range of texts. Talk about the front and back cover in stories, discuss the title and illustrations. Discuss specific information in non-fiction texts e.g. labels, images, captions, contents page and glossary. Make predictions and anticipate key events based on illustrations, story content and title in stories that have been read to them, or they have read themselves. Look closely and discuss in more detail the illustrations to develop understanding of the story. Activate prior knowledge e.g. What do you know about sharks? © Lancashire County Council 2023 9 Explore, discuss and revisit new vocabulary linked to stories, non-fiction, poetry, rhymes and themes, e.g. word rap, vocabulary wall, word tree. Use and show understanding of recently introduced vocabulary appropriately during discussions linked to non-fiction, rhymes and themes, and when	Knows that in English print is read from left to right and top to bottom and that print conveys meaning in an range of texts. Talk about the front and back cover in stories, discuss the title and illustrations. Discuss specific information in non-fiction texts e.g. labels, images, captions, contents page and glossary. Make predictions and anticipate key events, with increasing confidence, based on illustrations, story content and title in stories that have been read to them, or they have read themselves Look closely and discuss in more detail the illustrations to develop understanding of the story. Activate prior knowledge, e.g. Do you know any stories about bears? Explore, discuss and revisit new vocabulary linked to stories, non-fiction, poetry, rhymes and themes, e.g. word rap, vocabulary wall, word tree. Use and show understanding of recently introduced vocabulary appropriately during discussions linked to non-fiction, rhymes, poetry and themes, and when
--	--	--	--	---	---

		the main characters in stories. Explore what a character might say. Identify the main events in stories, e.g. Discuss what happened at the beginning, during and end of a story. Use actions and pictures to orally retell stories and rh	discussions linked to nonfiction and when retelling stories. Respond to questions using who, what and where linked to texts and illustrations. Respond to questions about how and why something is happening. Identify and describe the main characters in stories. Explore what a character might say or feel. Identify the main events in stories, e.g. Discuss what happened at the beginning, during and end of a story. Use actions and pictures to orally retell stories and rhymes in their own words. Role play stories using simple props and recently introduced vocabulary. Say how they feel about stories, songs and rhymes	using who, what, where and when linked to texts and illustrations. Respond to questions about how and why something is happening. Identify and describe the main characters in stories. Explore what a character might say and feel. Identify and discuss the main events in stories, e.g. Why did the wolf run away? Use actions and pictures to orally retell stories and rhymes in their own words. Role play stories and events using simple props and recently introduced vocabulary. Say how they feel about stories, songs, rhymes and non-fiction.	retelling stories. Respond to questions using who, what, where and when linked to texts and illustrations. Respond to questions about how and why something is happening. Identify, describe and discuss the main characters in stories. Explore what a character might say and feel. Identify, discuss and sequence the main events in stories. Use actions and pictures to orally retell stories in their own words. Role play stories and events using simple props and recently introduced vocabulary. Say how they feel about stories, songs and rhyme.	retelling stories. Respond to questions using who, what, where and when linked to texts and illustrations. Respond to questions about how and why something is happening. Identify, describe and discuss the main characters in stories. Explore what a character might say, feel and/or think. Identify, discuss and sequence the main events in stories. Use actions and pictures to orally retell stories in their own words. Role play stories and events using simple props and recently introduced vocabulary. Say how they feel about stories, songs, rhymes, non-fiction and poems.
--	--	--	---	---	---	--

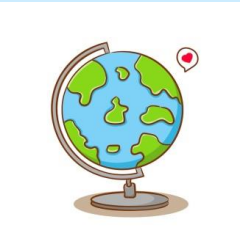
	Autumn 1  All about me!	Autumn 2  Let's Celebrate!	Spring 1  Our area!	Spring 2  Let's Grow!	Summer 1  Amazing Minibeasts!	Summer 2  Fun at the
Concepts	Identifying and belonging	Diversity and community	Place and belonging	Growth and change	Living things	Places and environment
Skills taught	Non-fiction Oral outcome	Posters Instructions	Narrative	Recipe Writing Innovation	Reporters Video	Narrative – Own story
I'm a clever writer skills progression AM A CLEVER WRITER teaching teachers to teach writing	Autumn Prewriting skills Correctly hold a pencil using the tripod grip Sit at the table correctly when working with an adult Ascribe meaning to marks Trace over my name Copy my name Use letter movement families to help form lowercase letters correctly Use correct letter formation and leave spaces between words when tracing and copying a CVC caption Use correct letter formation, leave spaces between words and use a full stop when tracing and copying a given sentence Order given words and leave spaces to order a sentence Use correct letter formation, leave spaces and use a full stop to order and copy a given sentence To write initial sounds to label picture		Spring Write a dictated cvc word Write a cvc word to match a picture or object To write their own cvc words to label pictures I put my finger under each word to check the sounds Think, say, remember and write a caption (2 or more words) Use phonic knowledge to spell longer words Leave spaces between words		Summer Think, say, remember and write my own simple sentence using the openers the, I, he and she I put my finger under each word to read my sentence (proofreading) I can spell tricky words	

Key Text						
Texts to revisit and orally retell						
Poetry						

	Autumn 1  All about me!	Autumn 2  Let's Celebrate!	Spring 1  Our area!	Spring 2  Let's Grow	Summer 1  Amazing Minibeasts!	Summer 2  Fun at the seaside!
Concepts	Identifying and belonging	Diversity and community	Place and belonging	Growth and change	Living things	Places and environment
Shared Reading Texts	 			 		 
Skills using CROWD prompts	C - Completion Prompts The adult leaves a blank at the end of the sentence and children complete orally by filling in the missing word or words. Consider focusing on language structures, such as rhyming words and repetition Making sure the book is the right way round. Turning pages. and directionality Vocabulary linked to book and topic/theme	R - Recall prompts The adult asks questions about what is happening in the book or what happened earlier to prompt recall. Consider focusing on the plot and sequencing of the text. Sound out words phonetically. Model blending to read.	O - Open ended prompts - The adult invites children to express their ideas by asking open - ended questions. Consider using the prompts, I can see... Tell me more... I wonder... I think... Capital letters, finger spaces and full stops. Pause at these times. Vocabulary linked to book and topic/theme	Wh prompts - The adult asks what, where, when, why and how questions. Consider using the mini question hand to support. Fluency Vocabulary linked to book and topic/theme	Wh prompts - The adult asks what, where, when, why and how questions. Consider using the mini question hand to support. Vocabulary linked to book and topic/theme. Revisit and practise all skills previously taught.	Distancing Prompts - The adult models answering distancing questions relating to pictures and words, to their own experiences in the world and ask children to do the same, e.g. Have you ever... Vocabulary linked to book and topic/theme. Revisit and practise all skills previously taught.

	Autumn 1  All about me!	Autumn 2  Let's Celebrate!	Spring 1  Our area!	Spring 2  Let's Grow!	Summer 1  Amazing Minibeasts!	Summer 2  Fun at the
Concepts	Identifying and belonging	Diversity and community	Place and belonging	Growth and change	Living things	Places and environment
Maths	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
We also follow maths mastery.						
 Whiterose Maths	<i>Getting to know you</i> Match, sort and compare Talk about measure and patterns	<i>It's me 1,2,3</i> Circles and triangles 1,2,3,4,5 Shapes with 4 sides	<i>Alive in 5</i> Mass and Capacity Growing 6,7,8	Length, height and time Building 9 and 10 Explore 3d shapes	To 20 and beyond How many now? Manipulate, compose and decompose	Sharing and grouping Visualise, build and map Make connections Consolidation

	Autumn 1  All about me!	Autumn 2  Let's Celebrate!	Spring 1  Our area!	Spring 2  Let's Grow!	Summer 1  Amazing Minibeasts!	Summer 2  Fun at the seaside
Concepts	Identifying and belonging	Diversity and community	Place and belonging	Growth and change	Living things	Places and environment
Understanding the world	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increase their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
 Whiterose Science	Me and my small world What's in my basket	Senses Let's go outside What's changed? Night and Day	Changes in winter Let it flow From desert to jungle	Watch it grow Animal detectives Pushes and pulls	From city to sea Look all around Test it out	Happy and healthy Our wonderful world We're going on an animal hunt

	Autumn 1  All about me!	Autumn 2  Let's Celebrate!	Spring 1  Our area!	Spring 2  Let's Grow!	Summer 1  Amazing Minibeasts!	Summer 2  Fun at the seaside!
Concepts	Identifying and belonging	Diversity and community	Place and belonging	Growth and change	Living things	Places and environment
Understanding the world	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Talk about members of their immediate family and community. Navigating around our classroom and outdoor areas. Create	Share experiences of life experiences to date. Trip in our local area. Discuss what we will see on our journey and how we will get there. Understand and draw simple maps. To be able to describe the differences in weather. To know the changing weather is making the leaves change colour and fall off the trees. To observe how the leaves move in the wind/different weathers (forces) To make objects	Identify important places in the local area Recognise important landmarks in our hometown. To know a famous person from our hometown. To recognise how our hometown has changed over time To be able to talk about features of our immediate local area- Poulton-le-Sands. To be able to use a simple map of our local area. To talk about keeping our local environment clean-rubbish/recycling/sustainability. To understand the choices they make impact their school, street and local area.	Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Observe and draw plants and flowers from the local environment. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during	Build a 'Bug Hotel' Observe and draw animals and minibeasts Understand some important processes and changes in the natural world. Explore the natural world around them, making observations and drawings of animals. To know a mini beast does not have a backbone and is an invertebrate. To be able to name a variety of mini beasts within our local habitat. To be able to name the main features of a mini beast. To know what a habitat is and	Seaside holidays long ago Talk about similarities and differences between things in the past and now. Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. Differentiate between land and water- explore globe

	treasure hunts to find places/ objects within our learning environment. Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. Talk simply about changes in living things - me from baby to now. Our immediate environment/People who Help us (Humanities)- What is in my classroom? What can I find in my school? What are the features of our own homes and how this is similar and different to school? Who can help us in our school? What are the similarities and differences between home and school	from different materials including natural materials.		hands-on experiences. Understand some important processes and changes in the natural world, including seasons. Hands on experience of planting and observing changes as seeds grow. To explore a range of bulbs and seeds and talk about what they will grow into. To care for plants and talk about how they will grow.	where some min beasts live.	and maps/ google maps. Environments - Features of local environment Maps of local area Comparing places on Google Earth - how are they similar/different? Another Country/ welcoming others (Humanities) To be able to talk about their hometown. To be able to compare some similarities and differences between local area and to those in other countries. To be able to explain why others move to Morecambe. To be able to identify how they can make others feel welcome. Animals (excluding humans- Science To be able to name 3 African animals. To describe 3 African animals. To describe the habitat they live in)
--	---	---	--	--	-----------------------------	--

	Autumn 1  All about me!	Autumn 2  Let's Celebrate!	Spring 1  Our area!	Spring 2  Let's Grow!	Summer 1  Amazing Minibeasts!	Summer 2  Fun at the
Concepts	Identifying and belonging	Diversity and community	Place and belonging	Growth and change	Living things	Places and environment
Understanding the world RE	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increase their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
 Questful RE	Why are we all special and different Why do people of faith say thankyou to God at harvest time?	How do Christians celebrate Jesus's birthday	Why did Jesus tell stories?	Easter Why do Christians belive that Easter is all about love?	Special Places	Prayer

	Autumn 1  All about me!	Autumn 2  Let's Celebrate!	Spring 1  Our area!	Spring 2  Let's Grow!	Summer 1  Amazing Minibeasts!	Summer 2  Fun at the
Concepts	Identifying and belonging	Diversity and community	Place and belonging	Growth and change	Living things	Places and environment
Expressive Arts and Design	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	Charanga - Music Me Access Art: How can we use our bodies to make art? To use our hands to make a large scale collaborative painting. To explore a range of movements to create marks, lines and patterns.	Charanga - Music My stories Access Art: How can we use our bodies to make art? To be able to investigate colour. To be able to create simple prints using string and paint	Charanga - Music Everyone Access Art: How can we build materials and make marks? To explore the technique of wax resist with watercolour. To use materials to make a paper collage.	Charanga - Music Our World AccessArt: How can we use our imaginations? / How can we explore 3D materials. To explore facial features using 3d representations. To create a trap for the Evil Pea using cardboard	Charanga - Music Big Bear Funk AccessArt: How can we build worlds? To explore a range of natural materials to make an insect hotel. To be able to create a mini-beast world in 3D form.	Charanga - Music Reflect, rewind and replay AccessArt: What can we see? To create a still life composition of sea life objects. To observe and draw what they see.

	Autumn 1  All about me!	Autumn 2  Let's Celebrate!	Spring 1  Our area!	Spring 2  Let's Grow!	Summer 1  Amazing Minibeasts!	Summer 2  Fun at the seaside
Concepts	Identifying and belonging	Diversity and community	Place and belonging	Growth and change	Living things	Places and environment
Performance		Christmas - Nativity Play 				

Early Learning Goals

Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Maths	Understanding the World	Expressive Art and Design
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 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, nonfiction, rhymes and poems when appropriate. Express their ideas and	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. 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.	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. 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, paint brushes and cutlery. Begin to show accuracy and care when drawing.	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. 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. Write recognisable letters, most of which	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. 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	E 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. Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction 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	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. 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.

feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 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.		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.	how quantities can be distributed equally.	life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. 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.	
---	---	--	---	---	---	--

	Autumn 1  All about me!	Autumn 2  Let's Celebrate!	Spring 1  Our area!	Spring 2  Let's Grow!	Summer 1  Amazing Minibeasts!	Summer 2  Fun at the seaside!
Concepts	Identifying and belonging	Diversity and community	Place and belonging	Growth and change	Living things	Places and environment
Assessment Opportunities	Nursery information gathered to provide information of each child. Phonics tracker assessment- Phase 1 Baseline assessments (RBA) Poulton-le-Sands Writing Way assessment EYFS team meetings Next step assessments - heads up and scrapbook Welcomm screening	Phonics Assessments (Phonics tracker) 1/2 termly assessments-key skills Poulton-le-Sands Writing Way assessment EYFS team meetings Next step assessments - heads up and scrapbook Welcomm groups Pupil progress meetings trackers	Phonics Assessments Phonics tracker 1/2 termly assessments-key skills Poulton-le-Sands Writing Way assessment EYFS team meetings Next step assessments - heads up and scrapbook Welcomm screening	Phonics Assessments Phonics tracker 1/2 termly assessments-key skills Poulton-le-Sands Writing Way assessment EYFS team meetings Next step assessments - heads up and scrapbook Welcomm screening	Phonics Assessments Phonics tracker 1/2 termly assessments- key skills Poulton-le-Sands Writing Way assessment EYFS team meetings Next step assessments - heads up and scrapbook Welcomm screening	Phonics Assessments Phonics tracker EYFS team meetings EOY Data Poulton-le-Sands Writing Way assessment EYFS team meetings Next step assessments - heads up and scrapbook Welcomm screening