

LTP Year A EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/ Theme	I wonder who I am (ourselves)	I wonder what people celebrate	I wonder who helps us	I wonder how things grow	I wonder how to build a ...	I wonder what is in our world
Possible Texts	Super duper you – Sophy Hen Who Are You? Smriti Halls & Ali Pye You Choose Pippa Goodhart & Nick Sharratt I Don't Want to be Small Laura Ellen Anderson Funnybones Janet & Allan Ahlberg Harvest Days Kate DePalma & Martina Peluso Potion making poems	Mog's Birthday Judith Kerr Little Glow Katie Sahota & Harry Woodgate Binny's Diwali Thrity Umrigar & Nidhi Chanani Joy to the World! Christmas Around the Globe Kate DePalma & Sophie Fatus	I Love Chinese New Year Eva Wong Nava & Li Xin Doctorsaurus Emi-Lou May & Leire Martin You Can't Call an Elephant in an Emergency Patricia Cleveland-Peck & David Tazzyman Busy Day: Firefighter Dan Green Cops and Robbers All Mr Tick the Teacher Allan Ahlberg & Faith Jaquesan Ahlberg A superhero Like You Dr. Ranj Singh & Liam Darcy	My Butterfly Bouquet Nicola Davies & Hannah Peck Tad Benji Davies Where, Oh Where, is Rosie's Chick? Pat Hutchins The Very Hungry Caterpillar Eric Carle Little, Brown Nut Mary Auld & Dawn Cooper It Starts With a Seed Laura Knowles & Jennie Webber	Home Is Where The Heart Is Jonny Lambert Building a Home Polly Faber & Klas Fahlén Iggy Peck, Architect Andrea Beaty & David Roberts The Three Little Wolves And The Big Bad Pig Eugene Trivizas & Helen Oxenbury In Every House on Every Street Jess Hitchman & Lili La Beleine A Street Through Time DK & Steve Noon	The Rainbow Fish Marcus Pfister Tiddler Julia Donaldson & Axel Scheffler The Storm Whale Benji Davies Walking Through the Jungle Julie Lacome Over and Under the Snow Kate Messner & Christopher Silas Neal Harry and the Bucketful of Dinosaurs Ian Whybrow & Adrian Reynolds I Love the Seasons: Summer Lizzie Scott & Stephanie Fizer Coleman
Characteristics of effective learning	Playing and exploring: -Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: -Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence. Creating and thinking critically: -Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
Over Arching Principles	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone –embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.					

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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, storytelling 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.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Daily story time</p> <p>Snack time Chats</p> <p>Small group discussions</p>	<p>Settling in and getting to know you circle time activities and snack time chats</p> <p>Making friends and promoting friendly conversational phrases</p> <p>Children talking about experiences that are familiar to them</p> <p>Rhyming and alliteration games using nursery rhymes and counting songs</p> <p>Familiar print such as names</p> <p>Sharing facts about me and my family</p> <p>Shared favourite stories</p> <p>All about me activities with opportunities to talk about favourite things</p> <p>Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p>Develop vocabulary through everyday conversations with adults and peers</p> <p>Tell me a story – retelling favourite and familiar stories using story language</p> <p>Listening and responding to stories during literacy/topic and story times</p> <p>Following instructions relating to daily routines – unpacking book bag, hanging up coat</p> <p>Encourage children to take part during class discussion</p> <p>Understand how to listen carefully and why listening is important – reminders and visual cues</p> <p>Use new vocabulary taught through the day through topic and adult led activities</p> <p>Choose books that will develop their vocabulary relating to topic (see topic suggested texts)</p> <p>Preparation for Nativity play – speaking parts</p>	<p>Using language well, building on from modelling by adults and peers in school</p> <p>Encouraging how and why questions through provocation enhancements relating to topic and children's interests</p> <p>Retell a story with story language during story sharing activities using puppets, small world and props</p> <p>Encouraging story invention in small world and role play</p> <p>Ask questions to find out more and to check they understand what has been said to them during adult led activities</p> <p>Describe events in some detail – talking about their day and their favourite activities</p> <p>Learn rhymes, poems and songs (Spring Revue)</p>	<p>Describe events in detail time connectives (relating to Literacy topics) and provocation activities</p> <p>Retell a story with story language in more detail during story sharing</p> <p>Understand how to listen carefully and why listening is important (PSHE and circle time)</p> <p>Use picture cue cards to talk about objects and artifacts "What colour is it? Where would you find it? in relation to topic or helping around the classroom</p> <p>Encourage use of topic related vocabulary during play activities, model, practise and rehearse using these (e.g. caterpillar, chrysalis, metamorphosis)</p> <p>Sustained focus when listening to a story – longer and more interactive story times</p>	<p>Weekend news and snack time discussion with peers</p> <p>Longer and more interactive story times and targeted questioning during literacy activities</p> <p>Encourage children to participate in celebration assembly, recognising their achievements and supporting them to explain these to an audience (these can be from school activities or outside school)</p> <p>Performances of rhymes, poems and songs – what makes a good performance?</p> <p>Story time within topic to promote use of vocabulary, mirrored within provision and play activities</p> <p>Learning and retelling stories using story maps and props</p>	<p>Longer and more interactive story times and targeted questioning during literacy activities</p> <p>Meaningful and extended play interactions with peers and adults in and out of the classroom</p> <p>Questioning to develop used of topic based vocabulary</p> <p>Weekend news and activity recounts, modelling structure and detail needed when retelling events</p> <p>School trip recounts between peers and more structured presentations</p> <p>Longer and more interactive story times with targeted questioning during literacy activities End of year performances of rhymes, poems, song</p>

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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 with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.			
Our Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries. Through PSHE sessions children the rights of the child are learned, taught, practiced, respected, protected and promoted every day at Great Orton School.				
Mutual Respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Mutual Respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Mutual Respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.
Encourage children to reflect on their similarities and differences with each other and foster an inclusive approach. Create an environment that includes, values and respects different faiths, cultures, views and ethnicities. Provide opportunities to make links with the local community, for example, outings to local places (such as shops or places of worship), inviting members of the local community to visit the school, taking part in local events and making links with a local charity. Encourage children to see themselves as part of a wider community. They can learn about national commemorations, such as Remembrance Day. They could also learn about places around the world using a range of resources, including books and online resources. Help children to learn about other faiths, cultures, traditions, families, communities and ways of life and to be curious and appreciative. Encourage children to share their own experiences and respond to the experiences of others. They might learn about festivals and special days, different types of family units and different occupations. Encourage children to appreciate similarities as well as differences, helping them to build constructive and respectful relationships.		Discuss why rules are needed and how they should be administered fairly so that everyone is kept happy and safe. Include children in creating class or group rules. Encourage and support children with learning about right from wrong. Help children to understand their own and others' behaviour and feelings, as well as the consequences of their actions. Help children understand how to keep themselves safe and how to resolve conflicts appropriately. Create an environment in which actions are always followed through - so discussions are followed up, conflicts are resolved and requests are responded to. Encourage children to take turns, share and cooperate. Children should be given the opportunity to learn about the jobs of those involved with the rule of law, such as police officers.		Discuss why rules are needed and how they should be administered fairly so that everyone is kept happy and safe. Include children in creating class or group rules. Encourage and support children with learning about right from wrong. Help children to understand their own and others' behaviour and feelings, as well as the consequences of their actions. Help children understand how to keep themselves safe and how to resolve conflicts appropriately. Create an environment in which actions are always followed through - so discussions are followed up, conflicts are resolved and requests are responded to. Encourage children to take turns, share and cooperate. Children should be given the opportunity to learn about the jobs of those involved with the rule of law, such as police officers.

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PSHE Themes (Kapow)	Self-regulation – My feelings	Building Relationships – Special relationships	Managing self – Taking on challenges	Self-regulations – Listening and following instructions	Building relationships – My family and friends	Managing self – My wellbeing
<p>Managing self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;-Explain the reasons for rules, know right from wrong and try to behave accordingly;-Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;-Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Building relationships 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.</p>	<p>Learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.</p>	<p>Exploring why families and special people are valuable, understanding why it is important to share and developing strategies to help with this, seeing themselves as valuable individuals and exploring diversity by recognising similarities and differences.</p>	<p>Considering why we have rules and the importance of persistence and perseverance in the face of challenges, learning how to communicate effectively with others, practicing 'grounding' coping strategies</p>	<p>Listening to stories to practise their comprehension skills, playing games which require them to listen carefully to instructions to succeed, considering how rumours can spread quickly and change as they do so.</p>	<p>Exploring cultural festivals that are important to individuals, reinforcing the importance of sharing and turn taking through role-play, considering the ingredients for a good friend, exploring how kind words make others feel good, recognising the value in working together as a team.</p>	<p>Learning why exercise is important for our physical and mental health, considering the effect of different types of exercise on the body, discussing some of the ways in which we can take care of ourselves, learning how to travel safely as a pedestrian, considering the importance of making balanced food choices.</p>

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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. 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.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fine Motor Children take part in morning fine motor activities depending on their stage of development, these range from placing objects & tweezing to letter formation and name writing	Threading, cutting, playdough, focus fine motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Threading, cutting, playdough, focus fine motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, playdough, focus fine motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, playdough, focus fine motor activities. Hold pencil effectively with comfortable grip, encourage children to practise forming recognisable letters during handwriting activities Pattern tracing and anti-clockwise drawing practice	Threading, cutting, playdough, focus fine motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Threading, cutting, playdough, focus fine motor activities. Form letters correctly Copy 2D shapes Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego
Gross Motor Children have access to the outdoor area, garden and playground where they take part in chasing games, ball games, bikes, scooters, climbing equipment, large scale water, large scale mark making Children take part in weekly swimming lessons	Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. Dance – developing to move with control and co-ordination including wriggling, rolling, balancing, jumping, skipping, twirling, turning, spinning, hopping, swaying creating patterns of movement and movement to music	Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. Gymnastics – developing overall body strength, control and co-ordination using floor mats and gymnastic equipment Children can climb, balance, hold shapes and jump with control using large apparatus	Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. Game Skills – developing co-ordination and control using sports equipment. Children will learn to control, balance, throw and catch bean bags with themselves and with a partner.	Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. Net/wall Games – Children will begin to develop controlling large and small balls with their hands, feet and with bats and hockey sticks	Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. Invasion Games – Children build on their control of large and small balls to incorporate aiming and shooting for football & hockey scoring games	Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. Athletics – jumping, running, skipping, racing, throwing and aiming, relay activities and obstacle courses Sports Day

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Mathematics	<p>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.</p>					
White Rose Maths	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Match, sort and compare	Circle and triangles	Alive in 5	Length, height and time	To 20 and beyond	Sharing and grouping
	Match objects Match pictures and objects Identify a set Sort objects by type Exploring sorting techniques Create sorting rules Compare amounts	Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position	Introduce zero Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more 1 less Composition Conceptual subitising to 5	Explore length Compare length Explore height Compare height Talk about time Order and sequence time	Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns	Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles
	Talk about measure and patterns	1,2,3,4,5,	Mass and capacity	Building 9 and 10	How many now?	Visualise, build and map
	Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns	Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1-5	Compare mass Find a balance Explore capacity Compare capacity	Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10	Add more How many did I add? Take away How many did I take away?	Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions

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				Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts) Doubles to 10 (find a double) Doubles to 10 (make a double) Explore even and odd		Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations
	It's me 1,2,3	Shapes with 4 sides	Growing 6,7,8	Explore 3D shape	Manipulate, compose and decompose	Make connections
	Find 1, 2 and 3 Subitise 1, 2 and 3 Represent 1, 2 and 3 1 more 1 less Composition of 1, 2 and 3	Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night	Find 6, 7 and 8 Represent 6, 7 and 8 1 more 1 less Composition of 6, 7 and 8 Make pairs – odd and even Double to 8 (find a double) Double to 8 (make a double) Combine two groups Conceptual subitising	Recognise and name 3-D shapes Find 2-D shapes within 3-D shapes Use 3-D shapes for tasks 3-D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment	Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2-D shape pictures Find 2-D shapes within 3-D shapes	Deepen understanding Patterns and relationships

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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.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/ Theme	I wonder who I am (ourselves)	I wonder what people celebrate	I wonder who helps us	I wonder how things grow	I wonder how to build a ...	I wonder what is in our world
Children have ongoing opportunities to share their home experiences in class. Children can bring achievements to be recognised in weekly Celebration assemblies and share home activities in their personal journals. Parents can share news via the class 'wow' email	<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</p> <p>Can talk about what they do with their family and places they have been with their family.</p> <p>Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</p> <p>Read fictional stories about families and start to tell the difference between real and fiction.</p> <p>Talk about members of their immediate family and community.</p> <p>Navigating around our classroom and outdoor areas.</p>	<p>Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations</p> <p>Share family celebrations and learn about religious celebrations at this time of year within the school community</p> <p>Make comparisons between celebrations from different cultures Diwali Day – how Hindu and Sikhs celebrate this Bonfire night activities and safety</p> <p>Autumn walks and scavenger hunts at the local park</p> <p>Children talk about their own Christmas activities and celebrations and learn about how others celebrate</p>	<p>Introduce children to different occupations including the emergency services and other 'people who help us' in the community.</p> <p>Children learn about the Lunar New Year and how this is celebrated</p> <p>Children explore South East Asian culture using artifacts such as chop sticks, drums, lanterns, Chinese calendar</p> <p>Watch the rubbish being collected Recycle things in the classroom</p> <p>Collection of small world emergency vehicles Small world play Doctor's and nurse's kits Being helpful – doing the cleaning Giving directions games Non-fiction books Uniforms to dress up in</p>	<p>Seasonal changes: Listen to children describing and commenting on things they have seen whilst outside, including plants and animals</p> <p>Design and make area Make rain gauges, wind socks, kites, umbrellas etc The water cycle Different types of clouds Make rainbows Investigate the effect of water on different materials Tape and play back our own weather forecasts How extreme weather affects people Looking at puddles and shadows Ice play Hibernation Seasonal changes</p>	<p>Repair workshops</p> <p>Texts linked to buildings and construction</p> <p>Visit to builder's yards</p> <p>Construct various design briefs (bridges/houses) out of given materials</p> <p>Role-play builder's yard</p>	<p>Seasonal changes: Listen to children describing and commenting on things they have seen whilst outside, including plants and animals</p> <p>Explore the world around them, making observations and drawing pictures of animals and plants</p> <p>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</p>

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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 – listen regularly to different music genres.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/ Theme	I wonder who I am (ourselves)	I wonder what people celebrate	I wonder who helps us	I wonder how things grow	I wonder how to build a ...	I wonder what is in our world
	<p>Join in with songs and rhymes for counting, literacy and more structured learning including Harvest Festival performances</p> <p>Children learn to mix colours using powder paints Opportunities for domestic and enhanced role play games and use resources available for props; build models using construction equipment.</p> <p>Sing call and response songs, so that children can echo phrases of songs you sing in discrete music lessons Self-portraits, junk modelling, take picture of children's creations and display these Exploring sounds and how they can be changed, tapping out of simple rhythms using instruments</p>	<p>Firework pictures using chalks, scratch art Diwali day masks and puppets for role play Diva lamp sculpture using paper, salt dough, clay</p> <p>Use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories Space station small world play using props children have made – space helmets, walkie talkies</p> <p>Nativity Play preparation – songs and dances as well as small speaking parts</p> <p>Christmas decorations, Christmas cards Christmas songs/poems Crafts for the Christmas Fair</p>	<p>Lunar new year crafts and artwork including paper lanterns, animal masks</p> <p>Chinese Zodiac small world and role play Children explore East Asian culture using artifacts such as chop sticks, drums, lanterns, Chinese calendar, Chinese music and dragon dance</p> <p>Acting out caring scenarios, e.g. with baby dolls Role play areas Dressing up in uniform and taking on a role Finger painting (or printing, like the police) Baking for a baker's shop Play dough Large block play vehicles Songs and stories Making thank you gifts or cards for people who help us</p>	<p>Animal life cycle small world play</p> <p>Animal life cycle crafts and photos to provoke drawing and making</p> <p>Butterfly crafts, paint printing, collage, filter paper butterflies</p> <p>Playdough animal sculptures processes based on a theme</p> <p>Playdough, salt dough and clay plants, leaves and flowers sculptures</p> <p>Mothers' Day card crafts</p> <p>Easter card crafts – Easter egg decoration, Easter stamps and patterns, Easter chicks, lambs</p>	<p>Nature sculpture using loose parts – children create arrangements and pictures using different found materials</p> <p>Recycled artwork and arrangements of materials</p> <p>Range of materials for children to explore arrangement and collage</p> <p>Creating structures including buildings, towers, bridges using a range of different materials</p>	<p>Zookeeper and zoo vet role play with domestic and wild animals</p> <p>Photos of animals to provoke artwork using paint, pens, pencils, crayons, chalk</p>
Music Genres for the half term <i>(Repeated at least twice – introduce different artists)</i>	Classical Rock Country Pop Latin Jazz Musicals	Blues Folk Punk/disco African Asian Christmas	Classical Rock Country Pop Latin Jazz	Musicals Blues Folk Punk/disco African Asian	Classical Rock Country Pop Latin Jazz	Musicals Blues Folk Punk/disco African Asian

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Literacy	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. Skilled 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).					
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Topic/ Theme	I wonder who I am (ourselves)	I wonder what people celebrate	I wonder who helps us	I wonder how things grow	I wonder how to build a ...	I wonder what is in our world
Text Type Fiction	Defeating the monster/Traditional Tale	Journey Story	Defeating the monster/Traditional Tale	Finding Tale	Journey Story	Journey Story/Traditional Tale
Tool Kit Focus Fiction	Description	Joining in with dialogue	Time connecting language	Description	Dialogue	Dialogue
Model Text	The Three Little Pigs (Y1)	Take a walk little bear (YR)	Billy Goats Gruff (YR)	The Magic Porridge Pot (Y1)	Quackling (YR)	The Three Bears (Y1)
Text Type Non-Fiction	Instructions	Recount	Explanation	Information	Persuasion	Discussion
Possible Key Texts linked to the topic (Daily book votes and the Reading Spine book will also be read)	Super duper you – Sophy Hen Who Are You? Smriti Halls & Ali Pye You Choose Pippa Goodhart & Nick Sharratt I Don't Want to be Small Laura Ellen Anderson Funnybones Janet & Allan Ahlberg Harvest Days Kate DePalma & Martina Peluso Potion making poems	Mog's Birthday Judith Kerr Little Glow Katie Sahota & Harry Woodgate Binny's Diwali Thrity Umrigar & Nidhi Chanani Joy to the World!: Christmas Around the Globe Kate DePalma & Sophie Fatus	I Love Chinese New Year Eva Wong Nava & Li Xin Doctorsaurus Emi-Lou May & Leire Martin You Can't Call an Elephant in an Emergency Patricia Cleveland-Peck & David Tazzyman Busy Day: Firefighter Dan Green Cops and Robbers All Mr Tick the Teacher Allan Ahlberg & Faith Jaquesan Ahlberg A superhero Like You Dr. Ranj Singh & Liam Darcy	My Butterfly Bouquet Nicola Davies & Hannah Peck Tad Benji Davies Where, Oh Where, is Rosie's Chick? Pat Hutchins The Very Hungry Caterpillar Eric Carle Little, Brown Nut Mary Auld & Dawn Cooper It Starts With a Seed Laura Knowles & Jennie Webber	Home Is Where The Heart Is Jonny Lambert Building a Home Polly Faber & Klas Fahlén Iggy Peck, Architect Andrea Beaty & David Roberts The Three Little Wolves And The Big Bad Pig Eugene Trivizas & Helen Oxenbury In Every House on Every Street Jess Hitchman & Lili La Beleine A Street Through Time DK & Steve Noon	The Rainbow Fish Marcus Pfister Tiddler Julia Donaldson & Axel Scheffler The Storm Whale Benji Davies Walking Through the Jungle Julie Lacome Over and Under the Snow Kate Messner & Christopher Silas Neal Harry and the Bucketful of Dinosaurs Ian Whybrow & Adrian Reynolds I Love the Seasons: Summer Lizzie Scott & Stephanie Fizer Coleman

LTP Year A EYFS

Reading Spine Books	Five Minutes Peace The Wonky Donkey	Jolly Postman Harvey Slufenburger's Christmas Present	The Runaway Wok Dogger	Last stop on market street That Rabbit Belongs to Emily Brown	After the fall The Good Little Wolf	Where the Wild Things Are Questions and answers about dinosaurs
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehension Children receive pleasure books to take home and share. Following the RWI program, ditty sheets, word books and then reading books will be sent accordingly	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: -print has meaning -print can have different purposes -we read English text from left to right and from top to bottom -the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Engage in extended conversations about stories, learning new vocabulary.	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Retelling of stories. Sequence story –use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Enjoys an increasing range of books	Stories from other cultures and traditions Encourage children to record stories through picture drawing/mark making Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to phonics. Make the books available for children to share at school and at home - Enjoys an increasing range of books	Information leaflets about animal life cycles Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books – relating to frogs/butterfly life cycles They develop their own narratives and explanations by connecting ideas or events	Retell a story with actions and / or picture prompts as part of a group -Use story language when acting out a narrative. Can explain the main events of a story -Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Beginning to understand that a non-fiction is not a story, it gives information instead. Fiction means story. Rhyming words.	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is not a story, it gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.
Word Reading Children will work in different groups for phonics at the pace of the individual children, revisiting GPCs as necessary through pinny time. We use RWI to teach phonics. Children read to an adult in school at least 2x week (in groups or one to one)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Writing practised daily in phonics, literacy and topic activities Children are encouraged to	Writing opportunities and supported writing activities: Name writing, sign writing, list writing Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions.	Writing opportunities and supported writing activities: Initial sounds, CVC words using taught GPCs Name writing, labelling using initial sounds, story scribing. Retelling stories	Writing opportunities and supported writing activities: CVC words / simple sentence writing using high frequency words (red words) Writing some of the tricky words such as I, no, to, the, go. Writing CVC words, Labels using CVC words	Writing opportunities and supported writing activities: CVC words / simple sentence writing using high frequency words, Speech bubbles, captions for pictures Creating own story maps, writing captions and labels, writing simple sentences. Writing short	Writing opportunities and supported writing activities: CVC words / simple sentence writing using high frequency words, seaside postcards Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words,	Writing opportunities and supported writing activities: CCVC/CVCC simple sentence writing using high frequency words Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces.

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write phonetically using sound mats of the GPCs they have learned	Use initial sounds to label characters / images. Names Labels. Captions Lists Diagrams	in writing area Help children identify the sound that is tricky to spell. Sequence the story Write a sentence	Guided writing based around developing short sentences in a meaningful context. Create story maps and encourage free writing in provision	sentences to accompany story maps. Order the Easter story. Labels and captions life cycles Character descriptions. Write 2 sentences	beginning to use finger spaces. Form lower case and capital letters correctly. Rhyming words. Acrostic poems	Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description
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