



Barnburgh Primary School

Foundation Stage Long Term Plan 2025-2026 (Year B)

Foundation Stage long-term planning is used as a *guide* and not a *tick list*. This is to ensure that teachers have the flexibility to plan a challenging and enjoyable experience for each child in all of the areas of learning and development, responding to the individual needs, interests, and stage of development of every child.

OVERVIEW OF LEARNING

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC TITLE	LET'S EXPLORE	MAGNIFICENT MACHINES (inc Diwali, Christmas)	STARRY NIGHT (Nocturnal animals, bedtime routines, inc Winter)	SUNSHINE AND SUNFLOWERS	ANIMAL SAFARI	BIG WIDE WORLD
TRIPS, VISITORS AND EXPERIENCES	<ul style="list-style-type: none"> • Visit from Rev. Kathryn linked to Christingle • Parents / community to visit who are doctors, nurses, fire fighters, lollipop persons, shopkeepers... to talk about roles within our community • Local walk • Engage traffic day/ crime scene scenario 	<ul style="list-style-type: none"> • EMTAS – Diwali, Indian dancing, food tasting. • Father Christmas to visit. 			<ul style="list-style-type: none"> • Cannon Hall Farm visit 	
LINKED TEXTS X2 focussed text repeated throughout the week identified on MTP	<p>The following books will be read at storytime:</p> <ul style="list-style-type: none"> • Funnybones • Only One You • Your Heart and Lungs • What Makes Me Me? • We Are All Welcome • The Great Big Book of Families 	<p>The following books will be read at storytime:</p> <ul style="list-style-type: none"> • Vehicles stories • Stickman • Gruffalos Child • Diwali • Christmas/ Nativity • Chinese New Year • All about India • Car, car, truck, jeep • You can't call an Elephant in and Emergency 	<p>The following books will be read at storytime:</p> <ul style="list-style-type: none"> • Whatever Next • Owl Babies • A Little Bit of Winter • How to Catch a Star • Snow • Winter Magic • Secrets of Winter • Jack Frost • Peace at Last • All about China (Chinese New Year) 	<p>The following books will be read at storytime:</p> <ul style="list-style-type: none"> • Life Cycles • I can grow a sunflower • The Growing Story • Jack and the Beanstalk • The Very Hungry Caterpillar • Seasons • Growing • The Tiny Seed • The Very Hungry Caterpillar 	<p>The following books will be read at storytime:</p> <ul style="list-style-type: none"> • Rumble in the Jungle • We All Went on Safari • Handa's Surprise • Look inside the Jungle • Who Woke the Baby? • Once Upon a Jungle • Into the Jungle • All Around the World • Jungle Animals • A First book of Animals • Hello, hello • Little Red and the very hungry Lion 	<p>The following books will be read at storytime:</p> <ul style="list-style-type: none"> • Commotion in the Ocean • Sharing a shell • Habitat books • All around the world • Handa's surprise • Clean up • Little Turtle and The Sea • Foods around the World

7 AREAS OF LEARNING: COMMUNICATION & LANGUAGE

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	NURSERY					
Listening, Attention and Understanding	<p>Children will:</p> <ul style="list-style-type: none"> Enjoy short stories in one-on-one interactions. Respond to short, familiar stories by pointing out objects and pictures in a story. Listen to and understand a one step instruction with three key words. 	<p>Children will:</p> <ul style="list-style-type: none"> Enjoy listening to longer stories, remembering small parts of what happens. Understand ‘what’ questions. Understand and follow a one step instruction with three key words. 	<p>Children will:</p> <ul style="list-style-type: none"> Enjoy listening to longer stories, remembering some of what happened. Understand ‘where’ questions. Listen to and follow a one step instruction with some support. 	<p>Children will:</p> <ul style="list-style-type: none"> Enjoy listening to longer stories, remembering some of what happened. Understand ‘where’ questions. Listen to and follow a one step instruction with some support. 	<p>Children will:</p> <ul style="list-style-type: none"> Understand an instruction or question which has two parts. Understand ‘who’ questions Listen to and understand a question or instruction that has two steps with some adult support to gain their attention. 	<p>Children will:</p> <ul style="list-style-type: none"> Understand and follow independently, an instruction or question which has two parts. Understand and answer ‘why’ questions. Listen to and understand a question or instruction that has two steps more independently.
Speaking	<p>Children will:</p> <ul style="list-style-type: none"> Respond to a friend or adult. Communicate wants and needs using simple limited talk. Use vocabulary which is familiar and relevant to them. Listen to songs and rhymes and show awareness of the tune. Ask some basic questions. 	<p>Children will:</p> <ul style="list-style-type: none"> Start a conversation with a friend or an adult. Communicate using short phrases. Use vocabulary which is familiar and relevant to them. Know some songs and rhymes and begin to join in as a group Ask lots of questions. 	<p>Children will:</p> <ul style="list-style-type: none"> Start a conversation with a friend or adult and continue it. Communicate using short phrases. Begin building new vocabulary based on their experiences. Know some songs and rhymes begin to join in as a group Know questions using what? 	<p>Children will:</p> <ul style="list-style-type: none"> Start a conversation with a friend or adult and continue it whilst taking turns. Begin to communicate through sentences of up to four words in the present tense. Begin building new vocabulary based on their experiences. Know songs and rhymes and sing these independently in play and within a group. Ask questions as in What? Where? Who? 	<p>Children will:</p> <ul style="list-style-type: none"> Express a point of view and debate when they disagree with a friend or adult. Begin to communicate through longer sentences of four to six words using past and present tenses. Use some of their new vocabulary. Know many songs and rhymes, sharing these to peers and teachers. Ask and answer questions using what? Where? Who? When? Where? 	<p>Children will:</p> <ul style="list-style-type: none"> Express a point of view and debate when they disagree with a friend or adult, using actions and words. Begin to communicate through longer sentences of four to six words and extending these with ‘and’. Use some of their new vocabulary. Know many songs and rhymes, sharing these to peers and teachers Ask and answer questions using what? Where? Who? When? Begin to use ‘why’ and ‘how’ questions.

	RECEPTION					
Listening, Attention and Understanding	<p>Children will:</p> <ul style="list-style-type: none"> Understand how to listen carefully during a story, e.g. look at the speaker. Ask what questions during a story. Listen to and understand a question or instruction. 	<p>Children will:</p> <ul style="list-style-type: none"> Engage by joining in discussions during a story. Ask 'who' questions during a story. Listen to and understand a question or instruction with has 2 steps. 	<p>Children will:</p> <ul style="list-style-type: none"> Join in with repeated refrains in a story. Ask 'when' questions in a story. Listen to and understand a question or instruction that has two steps with some adult support. 	<p>Children will:</p> <ul style="list-style-type: none"> Talk about key and important events in a story. Ask 'where' questions in a story. Listen to and understand a question or instruction that has two steps independently. 	<p>Children will:</p> <ul style="list-style-type: none"> Identify the main characters in a story and talk about their feelings Ask 'why' questions in a story. Do a task and understand an instruction at the same time. 	<p>Children will:</p> <ul style="list-style-type: none"> Link events in a story to their own experiences. Ask an array of questions about the story to clarify their understanding. Do a task and understand an instruction at the same time independently.
Speaking	<p>Children will:</p> <ul style="list-style-type: none"> Speak in sentences of up to 6 words when sharing their ideas and thoughts. New vocabulary from practical experiences, adult led opportunities and some books. Learn new rhymes, songs and poems. Ask questions using What? Who? When? to develop their understanding. Start a conversation with an adult or friend. 	<p>Children will:</p> <ul style="list-style-type: none"> Speak in full sentences when sharing their ideas and thoughts. Learn new vocabulary from practical experiences, adult led opportunities, and some books. Learn new rhymes, songs and poems and show confidence to join in. Ask and answer questions using What? Who? When? to develop their understanding. Start and take turns in a conversation with an adult or friend. 	<p>Children will:</p> <ul style="list-style-type: none"> Talk in full sentences and begin to connect them through 'and', 'because' and 'so'. Learn new vocabulary from a range of opportunities. Learn rhymes, songs and poems and show confidence to join in. Ask and answer questions using Who? When? Where? Why? and How? Start and sustain a back-and- forth conversation with an adult and friend about a recent event. 	<p>Children will:</p> <ul style="list-style-type: none"> Articulate ideas, thoughts and opinions in clear sentences using past and present tenses. Learn new vocabulary from a range of opportunities. Learn new rhymes, songs and poems and begin to share these confidently to peers and teachers. Ask and answer questions using Who? When? Where? Why? And How? Start and sustain a back-and- forth conversation with an adult and friend about a recent event and be able to switch topics. 	<p>Children will:</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas. Apply new vocabulary to different contexts. Use their experiences to create new songs, poems and rhymes and share these with others. Hold a back-and-forth conversation with a friend or adult about something that is not immediate and switch topics. 	<p>Children will:</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas and using past, present and future tenses. Offer explanations for why things might happen. Apply new vocabulary to different contexts. Use their experiences to create new songs, poems and rhymes and share these with others. Hold a back-and-forth conversation with a friend or adult, switching topics and providing more detail to events.
	NURSERY					
Snack and Chat Progression	<ul style="list-style-type: none"> Setting routines Reinforcing manners 	<ul style="list-style-type: none"> Reinforcing manners Book covers 	<ul style="list-style-type: none"> Reinforcing manners Book covers I spy picture sheets 	<ul style="list-style-type: none"> Setting routines Reinforcing manners Encouraging 	<ul style="list-style-type: none"> Reinforcing manners Book covers 	<ul style="list-style-type: none"> Reinforcing manners I spy picture sheets I spy number sheets

	<ul style="list-style-type: none"> Encouraging talk/ Where they have been learning? What did they do at the weekend? Who did they visit? 	<ul style="list-style-type: none"> Share where they have been learning I spy picture sheets 	<ul style="list-style-type: none"> I spy number sheets 	<ul style="list-style-type: none"> talk/ where they have been learning? What did they do at the weekend? 	<ul style="list-style-type: none"> Share where they have been learning I spy picture sheets 	
RECEPTION						
Snack and Chat Progression	<ul style="list-style-type: none"> Book covers/ discussion I spy pictures sheets I spy counting sheets 	<ul style="list-style-type: none"> Topic focus sheets I spy picture sheets I spy number sheets I spy and read CVC sheets 	<ul style="list-style-type: none"> I spy and read CVC sheets Simple maths problems Reading phrases/ sentences 	<ul style="list-style-type: none"> Book covers/ discussion I spy pictures sheets I spy counting sheets 	<ul style="list-style-type: none"> Topic focus sheets I spy picture sheets I spy number sheets I spy and read CVC sheets 	<ul style="list-style-type: none"> I spy and read CVC sheets Simple maths problems Reading phrases/ sentences
IDEAS FOR PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>Children will be given a range of opportunities to develop a positive sense of themselves and others, to form positive relationships and develop respect for others, to develop social skills and learn how to manage their feelings, to understand appropriate behaviour in groups, and to have confidence in their own abilities. Intervention programmes will be put in place for any children not making expected progress / attaining at the expected level of development.</p>					
PHYSICAL DEVELOPMENT	<p>Children will be provided the opportunity to be active and interactive and to develop their co-ordination, control, and movement. Through every day and planned activities, children will learn the importance of physical activity and how to make healthy choices in relation to food.</p>					
NURSERY						
	<p>Children will:</p> <ul style="list-style-type: none"> Enjoy counting Subitise to 2 Make comparisons between size, weight, capacity, length Learn about pattern and how to spot them e.g patterns on a scarf Sing counting rhymes and songs 	<p>Children will:</p> <ul style="list-style-type: none"> Enjoy counting Work out simple puzzles Compare simple weight/ height Explore naming/ describing 2D shapes. Sort Represent, compare and understand the composition of 1 to 3 Talk about routes and locations as positional language 	<p>Children will:</p> <ul style="list-style-type: none"> Count with increased confidence Recognise and continue simple patterns (everyday and natural objects) Subitise 1,2,3 objects Compare small groups of objects Compare capacity Touch count 	<p>Children will:</p> <ul style="list-style-type: none"> Recognise and match numeral 4 and 5 Compare, size, height and length of two items Recall a sequence of events Understand time (routines) Create and extend a pattern Complete finger numbers to 5 	<p>Children will:</p> <ul style="list-style-type: none"> Count, order, recognise and use numbers to 5 Subitise up to 3 objects (recognise up to 3 objects quickly without counting) Make comparisons between objects- 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat) 	<p>Children will:</p> <ul style="list-style-type: none"> Solve real world problems Know the language of more and fewer Know how to experiment with own symbols and marks Know how to identify, explain, continue and create patterns Know how to sequence events using time language e.g. first, next, then
RECEPTION						
MATHEMATICS	Mathematical experiences:	Numbers within 6: <ul style="list-style-type: none"> Number bonds to 5. 	Numbers within 10: <ul style="list-style-type: none"> Number bonds to 10. 	Numbers within 10: <ul style="list-style-type: none"> Count up to 10 objects. 	Addition and subtraction within 10:	Have a deep understanding of numbers within 10:

	<ul style="list-style-type: none"> Counting rhymes and songs. Matching equal and unequal sets Comparing objects and sets. Subitising. Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shape recognition. <p>Pattern and early number:</p> <ul style="list-style-type: none"> Recognise, describe, copy and extend colour and size patterns. Count and represent the numbers 1 to 3 Estimate and check by counting. Recognise numbers in the environment. <p>Calendar and Time:</p> <ul style="list-style-type: none"> Days of the Week (daily song/ calendar) Seasons (daily song/ calendar) 	<ul style="list-style-type: none"> Count up to six objects. One more and one fewer. Order numbers 1 to 6. <p>Addition and subtraction within 6:</p> <ul style="list-style-type: none"> Explore zero. Addition and subtraction to 6. <p>Measures:</p> <ul style="list-style-type: none"> Estimate, order compare, discuss and explore capacity, weight and lengths. <p>Shape and Sorting:</p> <ul style="list-style-type: none"> Describe, and sort 2-D & 3- D shapes. Describe position. <p>Calendar and Time:</p> <ul style="list-style-type: none"> Days of the Week. Months of the year Seasons. Sequencing daily events. 	<ul style="list-style-type: none"> Count up to ten objects. Represent, order and explore numbers to ten. One more or fewer, one greater or less. Subitising to 5. Odd numbers and even numbers. <p>Addition and subtraction within 10:</p> <ul style="list-style-type: none"> Explore addition as counting on and subtraction as taking away. <p>Numbers within 10:</p> <ul style="list-style-type: none"> Count up to 10 objects and recognise different representations. Order and explore numbers to 10. One more and one fewer. <p>Calendar and Time:</p> <ul style="list-style-type: none"> Days of the Week. Months of the year Seasons. Sequencing daily events. 	<ul style="list-style-type: none"> Represent, order and explore numbers to 10. One more and one fewer. Odd numbers and even numbers. Number bonds to 10 <p>Grouping and Sharing:</p> <ul style="list-style-type: none"> Counting and sharing in equal groups. Grouping into fives and tens. Relationship between grouping and sharing. <p>Doubling and halving:</p> <ul style="list-style-type: none"> Doubling/ Halving- The relationship between them. 	<ul style="list-style-type: none"> Addition as counting on and subtraction as taking away within 10. Compare 2 amounts recognising when one quantity is greater than, less than or the same as the other quantity. <p>Shape and Pattern:</p> <ul style="list-style-type: none"> Describe and sort 2-D and 3-D shapes. Recognise, complete and create patterns. <p>Money:</p> <ul style="list-style-type: none"> Coin recognition and values. Combinations to total 20p./Change from 10p. <p>Measures:</p> <ul style="list-style-type: none"> Describe capacities. Compare volumes. Compare weights. Estimate, compare and order lengths. 	<ul style="list-style-type: none"> Explore numbers and strategies. Recognise and extend patterns. Apply number, shape and measures knowledge. Count forwards and backwards. <p>Numbers to 10:</p> <ul style="list-style-type: none"> One more one less. Estimate and counting. Grouping and sharing. Odd numbers and even numbers. Subitise up to 5. Verbally count beyond 20.
--	---	--	---	--	---	--

MATHS KEY VOCABULARY	The vocabulary that we will learn is: Count Compare More Less Repeating pattern	The vocabulary that we will learn is: Count Compare More Less Repeating pattern 2D shape (shape, circle, rectangle, square) Heavier/ lighter	The vocabulary that we will learn is: Count Compare More Less Repeating pattern 2D shape (shape, circle, rectangle, square) Heavier/ lighter Subitise Composition	The vocabulary that we will learn is: Count Compare More Less Repeating pattern 2D shape (shape, circle, rectangle, square) Heavier/ lighter 3D shape (sphere, cube, cuboid, cylinder) Taller/ shorter Subtraction	The vocabulary that we will learn is: Count Compare More Less Repeating pattern 2D shape (shape, circle, rectangle, square) Heavier/ lighter 3D shape (sphere, cube, cuboid, cylinder) Taller/ shorter Subtraction Full, empty, half full Forwards, backwards, sideways	The vocabulary that we will learn is: Count Compare More Less Repeating pattern 2D shape (shape, circle, rectangle, square) Heavier/ lighter 3D shape (sphere, cube, cuboid, cylinder) Taller/ shorter Subtraction Forwards, backwards, sideways Full, empty, half full
	NURSERY					
LITERACY	We will be learning about: <ul style="list-style-type: none"> Environmental sounds Body percussion Listening games Good book behaviour. Exploring a range of mark making on different materials. Stories and listening to stories Singing familiar songs and rhymes. Fine motor activities Title, front cover, blurb, author 	We will be learning about: <ul style="list-style-type: none"> Environment sounds Body percussion Listening games Good book behaviour Exploring a range of mark making on different materials. Stories and listening to stories Title, front cover, blurb, author Singing familiar songs and rhymes. Fine motor activities Using story telling in my play. Sequencing and retelling stories. Print in the environment and that it has a purpose 	We will be learning about: <ul style="list-style-type: none"> RWI phonics Good book behaviour. Exploring a range of mark making on different materials with increased confidence. Expectations for listening to stories/ group times. Singing familiar songs and rhymes. Fine motor activities Air write letters that I have been taught. Title, front cover, blurb, author Mark making (gross and fine motor) 	We will be learning about: <ul style="list-style-type: none"> RWI phonics Learning about good book behaviour. Different stories Singing familiar songs and rhymes. Using story vocabulary in play. Some of the letters of my name and familiar others e.g. m for mum. fine motor skills to mark make Title, front cover, blurb, author Air write letters that I have been taught. Mark making (gross and fine motor) 	We will be learning about: <ul style="list-style-type: none"> The initial sound in some words. Words that rhyme Using new vocabulary Mark making/ emergent writing in my play. Writing their name/ attempting to write their name. Title, front cover, blurb, author Mark making (gross and fine motor) Fine motor skills to develop muscle control 	We will be learning about: <ul style="list-style-type: none"> Orally blend CVC words. Words that rhyme Sequencing/retelling events and stories. Mark making/ emergent writing in my play. Writing their name/ attempting to write their name. Recognising and writing initial sounds in words Title, front cover, blurb, author Fine motor skills to develop muscle control
RECEPTION						
LITERACY Comprehension	Listening to stories <ul style="list-style-type: none"> RWI phonics 	Beginning to retell stories.	Retelling stories with new vocabulary included	Building fluency and understanding	Explaining the stories they listened to or read themselves.	Demonstrate understanding of what has been read to them by retelling stories using

	<ul style="list-style-type: none"> 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. Name writing activities. Engage in extended conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> Retell stories related to events through acting/role play. Retelling stories using images Editing of story maps and orally retelling new 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. Talk for Write-Actions to retell the story and the use of Story Maps. 	<ul style="list-style-type: none"> Making up stories with themselves as the main character. 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 RWI. Ensure home reading books match their phonic knowledge. Using recently introduced vocabulary during discussions about stories and during role-play. 	<ul style="list-style-type: none"> Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events. Information leaflets about animals in the garden/plants and growing. World Book Day Activities. 	<ul style="list-style-type: none"> Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story. Can draw pictures of characters/event /setting in a story. May include labels, sentences or captions. . 	<p>their own words and recently introduced vocabulary.</p> <ul style="list-style-type: none"> 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. Fiction and Non- Fiction: Beginning to understand that a non-fiction is a nonstory- it gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Reading a range of books.
<p>LITERACY Word Reading</p>	<p>Linking sounds to letters.</p> <ul style="list-style-type: none"> Phonic Sounds: RWI Set 1 whole class including special friends. Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. 	<p>Begin to read words by sound blending.</p> <ul style="list-style-type: none"> Phonic Sounds: RWI Differentiated groups. Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting digraphs in words. Show children how to touch each finger as they say each sound. For exception words such as ‘the’ and ‘said’, help 	<p>Introducing special friends.</p> <ul style="list-style-type: none"> Phonic Sounds: RWI Differentiated groups / Ditties. Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. -Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. Provide opportunities for children to read words containing 	<p>Begin to read simple sentences.</p> <ul style="list-style-type: none"> Phonic Sounds: RWI Differentiated groups. Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’. 	<p>Read and understand simple sentences.</p> <ul style="list-style-type: none"> Phonic Sounds: RWI Differentiated groups. Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. 	<p>Reading and understanding sentences with fluency including some common exception words.</p> <ul style="list-style-type: none"> Phonic Sounds: RWI Differentiated groups. Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-

		children identify the sound that is tricky to spell.	familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.			blending; -Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
LITERACY Writing	Representing name and initial letter sounds. <ul style="list-style-type: none"> • Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. • Writing initial sounds and simple captions. • Use initial sounds to label characters / images. • Writing Names and Labels. • Writing messages. • Practising correct letter formation. 	Writing CVC words. <ul style="list-style-type: none"> • Name writing. • Labelling using initial sounds. • Story scribing. • -Retelling stories in writing area. • Sequencing the story. • Practising correct letter formation. 	Caption Writing and Tricky Words. <ul style="list-style-type: none"> • Writing some of the tricky words such as I, me, my, like, to, the. • Writing CVC words. • Labels using CVC, CVCC, CCVC words. • Begin to write captions. • Guided writing based around developing short sentences in a meaningful context. • Create a story board. • Practising correct letter formation. 	Begin to write simple sentences. 'Hold and write a sentence'. <ul style="list-style-type: none"> • Creating own story maps, writing captions and labels, writing simple sentences. • Writing short sentences to accompany story maps. • Labels and captions. • Write a sentence. • Ensuring correct letter formation 	Writing simple sentences. <ul style="list-style-type: none"> • 'Hold and write a sentence'. Writing for a purpose in role play using phonetically plausible • attempts at words, beginning to use finger spaces. • -Form lower-case and capital letters correctly. • Rhyming words. • Write phrases/ sentences. • Ensuring correct letter formation 	Writing simple sentences and phrases that can be read by others. <ul style="list-style-type: none"> • Story writing, writing sentences using a range of tricky words that are spelt correctly. • Beginning to use full stops, capital letters and finger spaces. • Using familiar texts as a model for writing own stories. • Write a character description. • Write three sentences with beginning, middle and end. • Using correct letter formation.
LITERACY KEY VOCABULARY	The vocabulary that we will learn is: <ul style="list-style-type: none"> • Author • Illustrator • Front cover • Sounds • Letter formation • Story • Blurb 	The vocabulary that we will learn is: <ul style="list-style-type: none"> • Author • Illustrator • Front cover • Sounds • Letter formation • Story • Blurb 	The vocabulary that we will learn is: <ul style="list-style-type: none"> • Author • Illustrator • Front cover • Sounds • Letter formation • Story • Blurb 	The vocabulary that we will learn is: <ul style="list-style-type: none"> • Author • Illustrator • Front cover • Sounds • Letter formation • Story • Blurb 	The vocabulary that we will learn is: <ul style="list-style-type: none"> • Author • Illustrator • Front cover • Sounds • Letter formation • Story • Blurb 	The vocabulary that we will learn is: <ul style="list-style-type: none"> • Author • Illustrator • Front cover • Sounds • Letter formation • Story • Blurb
UNDERSTANDING THE WORLD	We will cover: <ul style="list-style-type: none"> • Occupations • Me and my family • Different types of homes • Maps 	We will cover: <ul style="list-style-type: none"> • Autumn changes and celebrations • Simple machines and mechanisms • Halloween • Bonfire Night 	We will cover: <ul style="list-style-type: none"> • Chinese New Year • Valentines Day • Seasonal Changes • Exploring melting and freezing 	We will cover: <ul style="list-style-type: none"> • Pancake day • Easter • Mother's Day • Seasonal Changes • Seed planting and growing 	We will cover: <ul style="list-style-type: none"> • Father's Day • Seasonal Changes • Learning about habitats and different parts of our world • How to care for animals 	We will cover: <ul style="list-style-type: none"> • Seasonal Changes • Floating and Sinking • Maps and beebot • Looking after our oceans

		<ul style="list-style-type: none"> • Remembrance Day • Anti-Bullying week • Christmas • How people celebrate Christmas • Diwali • Hanukkah 				
UTW SCIENCE LINKS	<p>We will cover:</p> <ul style="list-style-type: none"> • Working scientifically • Seasonal changes – daily weather/ days of week chart • Animals including humans – talking about themselves, senses 	<p>We will cover:</p> <ul style="list-style-type: none"> • Working Scientifically • Seasonal changes – daily weather/ days of the week • Changing states of matter – freezing/ melting (Winter) • Simple Mechanisms 	<p>We will cover:</p> <ul style="list-style-type: none"> • Working Scientifically • Seasonal changes- daily weather/ days of the week • The Natural world – exploring different materials for purposes • Earth and Space - Light and Dark 	<p>We will cover:</p> <ul style="list-style-type: none"> • Working Scientifically • Seasonal changes- daily weather/ days of the week • Plants • Earth and space (linked to seasonal changes) • Living things and their habitats - Lifecycles, growing plants 	<p>We will cover:</p> <ul style="list-style-type: none"> • Working Scientifically • Seasonal changes- daily weather/ days of the week • Animals including humans • Living things and their habitats 	<p>We will cover:</p> <ul style="list-style-type: none"> • Working Scientifically • Seasonal changes-daily weather/ days of the week • Animals including humans • Living things and their habitat
SCIENCE KEY VOCABULARY	<p>The vocabulary we will learn is:</p> <ul style="list-style-type: none"> • Season • Weather • Days of the week • Observe • Question 	<p>The vocabulary we will learn is:</p> <ul style="list-style-type: none"> • Observe • Question • Test • Find out • Discover • Freezing • Melting 	<p>The vocabulary we will learn is:</p> <ul style="list-style-type: none"> • Observe • Question • Test • Find out • Discover • Dark and light 	<p>The vocabulary we will learn is:</p> <ul style="list-style-type: none"> • Observe • Question • Test • Find out • Discover • Lifecycle • Habitat 	<p>The vocabulary we will learn is:</p> <ul style="list-style-type: none"> • Season • Weather • Days of the week • Observe • Question 	<p>The vocabulary we will learn is:</p> <ul style="list-style-type: none"> • Observe • Question • Test • Find out • Discover • Lifecycle • Habitat
UTW COMPUTING LINKS	<p>We will cover:</p> <ul style="list-style-type: none"> • Using computers - understanding how an electronic device works, e.g remote control, mobile phone, smart board • Understand how toys work, e.g lift flaps, turn a knob • Using computers - use tools on smart board/ touch screen device 	<p>We will cover:</p> <ul style="list-style-type: none"> • Staying Safe online- Internet safety • Play age-appropriate games on an ipad • Algorithms – create simple sequence of instructions • Using computers understanding how an electronic device works e.g remote control, mobile phone, smart board 	<p>We will cover:</p> <ul style="list-style-type: none"> • Using computers- understanding how and electronic device works, e.g remote control, mobile phone, smart board 	<p>We will cover:</p> <ul style="list-style-type: none"> • Understanding how to make a recording on an ipad • Staying Safe online- Internet safety • Play age-appropriate games on an ipad • Algorithms – create simple sequence of instructions 	<p>We will cover:</p> <ul style="list-style-type: none"> • Using data- sort physical objects and discuss how it has been sorted • Using computers- understanding how to make a recording on an ipad • Using Computers- complete a simple program on a device 	<p>We will cover:</p> <ul style="list-style-type: none"> • Staying Safe online- Internet safety • Play age-appropriate games on an ipad • Using computers- developing digital literacy skills, understand a range of technologies • Use internet with adult support

		<ul style="list-style-type: none"> Understand how toys work, e.g lift flaps, turn a knob 				
COMPUTING KEY VOCABULARY	The vocabulary we will learn is: <ul style="list-style-type: none"> Devices Internet Sort Photograph Device 	The vocabulary we will learn is: <ul style="list-style-type: none"> Devices Internet Suitable Bee-Bot Instruction 	The vocabulary we will learn is: <ul style="list-style-type: none"> Devices Internet Suitable Sort Photograph Device 	The vocabulary we will learn is: <ul style="list-style-type: none"> Devices Internet Bee-Bot Instruction 	The vocabulary we will learn is: <ul style="list-style-type: none"> Devices Internet Suitable Sort Photograph Device 	The vocabulary we will learn is: <ul style="list-style-type: none"> Devices Internet Suitable Bee-Bot Instruction
UTW HISTORY LINKS	We will cover: <ul style="list-style-type: none"> Past and Present Chronological understanding - daily routine, changes over time (growing and changing) Historical enquiry – finding out about the past 	We will cover: <ul style="list-style-type: none"> Past and Present How machinery has changed over time Simple mechanisms How Toys have changed over time 		We will cover: <ul style="list-style-type: none"> Past and Present Chronological understanding - daily routine, changes over time (growing and changing) 		We will cover: <ul style="list-style-type: none"> Past and Present Chronological understanding - daily routine, changes over time (growing and changing)
HISTORY KEY VOCABULARY	The vocabulary we will learn is: <ul style="list-style-type: none"> Sequence Order Routine Photographs Books Question Order Routine Sequence Past Present Long ago 	The vocabulary we will learn is: <ul style="list-style-type: none"> Sequence Order Routine Photographs Books Question Order Routine Sequence Past Present Long ago 		The vocabulary we will learn is: <ul style="list-style-type: none"> Sequence Order Routine Photographs Books Question Order Routine Sequence Past Present Long ago 		The vocabulary we will learn is: <ul style="list-style-type: none"> Sequence Order Routine Photographs Books Question Order Routine Sequence Past Present Long ago
UTW GEOGRAPHY LINKS	We will cover: <ul style="list-style-type: none"> Locational knowledge – community/ where they live 	We will cover: <ul style="list-style-type: none"> Place knowledge – where we live in the world compared to India (Diwali) 	We will cover: <ul style="list-style-type: none"> Human and physical – animals that hibernate 		We will cover: <ul style="list-style-type: none"> Place knowledge – where we live in comparison to certain animals 	We will cover: <ul style="list-style-type: none"> Human and physical – weather/ seasons

GEOGRAPHY KEY VOCABULARY	The vocabulary we will learn is: <ul style="list-style-type: none"> Barnburgh Doncaster Weather village 	The vocabulary we will learn is: <ul style="list-style-type: none"> Travel Holiday Barnburgh India (Diwali) Ganges River Weather 	The vocabulary we will learn is: <ul style="list-style-type: none"> Barnburgh Doncaster Weather Village China (Chinese New Year) 		The vocabulary we will learn is: <ul style="list-style-type: none"> Travel Holiday Barnburgh India Ganges River Weather 	The vocabulary we will learn is: <ul style="list-style-type: none"> Barnburgh Doncaster Weather Village Autumn Summer Spring Winter
RE TOPICS (LOVE TO CEL.)	We will cover: <ul style="list-style-type: none"> Which places are special to members of our community? 	We will cover: <ul style="list-style-type: none"> Why are some objects special? 	We will cover: <ul style="list-style-type: none"> How do people celebrate special times? Winter 	We will cover: <ul style="list-style-type: none"> How do people celebrate special times? Spring 	We will cover: <ul style="list-style-type: none"> Who cares for me? Who belongs in my family and community? 	We will cover: <ul style="list-style-type: none"> How do we understand and care for the world?
EXPRESSIVE ARTS AND DESIGN	We will cover: <ul style="list-style-type: none"> Self portraits Family portraits Houses – box modelling, painting, drawing 	We will cover: <ul style="list-style-type: none"> Exploring a variety of music from around the world Rangoli patterns Mehndi Christmas cards 	We will cover: <ul style="list-style-type: none"> Winter collages Exploring water – melting, freezing, colouring Easter Cards 	We will cover: <ul style="list-style-type: none"> Mother’s Day cards Making pancakes Drawing/ painting flowers Collage Observational drawings 	We will cover: <ul style="list-style-type: none"> Making animal habitats Drawing/ painting animals Father’s Day cards Dance – moving like the different animals 	We will cover: <ul style="list-style-type: none"> Pirate masks, patches and hats Staining maps Building pirate ships Under the sea collages Observational drawings
LINKS TO ART			<ul style="list-style-type: none"> ARTIST: Jackson Pollock, colour 	<ul style="list-style-type: none"> ARTIST: Jackson Pollock, colour and pattern 		<ul style="list-style-type: none"> ARTIST: Jackson Pollock, colour, pattern, splats and line
ART KEY VOCABULARY	The vocabulary we will learn is <ul style="list-style-type: none"> Line Colour Mix Pattern 	The vocabulary we will learn is <ul style="list-style-type: none"> Line Colour Mix Pattern 	The vocabulary we will learn is: <ul style="list-style-type: none"> Jackson Pollock Colour Artist Pattern Drip Splash Messy 	The vocabulary we will learn is: <ul style="list-style-type: none"> Jackson Pollock Colour Artist Pattern Drip Splash Messy 	The vocabulary we will learn is <ul style="list-style-type: none"> Line Colour Mix Pattern 	The vocabulary we will learn is: <ul style="list-style-type: none"> Jackson Pollock Colour Artist Pattern Drip Splash Messy
LINKS TO MUSIC	We will cover: <ul style="list-style-type: none"> Key song each fortnight Harvest song / rhyme Movement to music Entire songs. 	We will cover: <ul style="list-style-type: none"> To sing Christmas songs / rhymes Key song each fortnight Movement to music Entire songs. 	We will cover: <ul style="list-style-type: none"> Key song each fortnight Easter songs – Spring chicken / Hot Cross Buns Movement to music Remember and sing entire songs. 	We will cover: <ul style="list-style-type: none"> Key song each fortnight Growing and action songs Movement to music Remember and sing entire songs. 	We will cover: <ul style="list-style-type: none"> Key song each fortnight Animal songs Movement to music Remember and sing entire songs. 	We will cover: <ul style="list-style-type: none"> Key song each fortnight Pirate songs – a sailor went to sea, row, row, row your boat, When I was one. Movement to music

	<ul style="list-style-type: none"> • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.
<p>MUSIC KEY VOCABULARY</p>	<p>The vocabulary we will learn is:</p> <ul style="list-style-type: none"> • Sing • Melody / Tune • Pitch - what 'high' and 'low' notes are. • Instrument names • Rhythm – a varied beat • Pulse – a steady beat • Tempo - how to recognise music that is 'fast' or 'slow'. That we can match our body movements to the speed (tempo) or pulse (beat) of music. • Duration -that different sounds can be long or short. • Dynamics - that instruments can be played loudly or softly. • Timbre - that different instruments can sound like a particular character. That voices and instruments can imitate sounds from the 	<p>The vocabulary we will learn is:</p> <ul style="list-style-type: none"> • Sing • Melody / Tune • Pitch - what 'high' and 'low' notes are. • Instrument names • Rhythm – a varied beat • Pulse – a steady beat • Tempo - how to recognise music that is 'fast' or 'slow'. That we can match our body movements to the speed (tempo) or pulse (beat) of music. • Duration -that different sounds can be long or short. • Dynamics - that instruments can be played loudly or softly. • Timbre - that different instruments can sound like a particular character. That voices and instruments can imitate sounds from the 	<p>The vocabulary we will learn is:</p> <ul style="list-style-type: none"> • Sing • Melody / Tune • Pitch - what 'high' and 'low' notes are. • Instrument names • Rhythm – a varied beat • Pulse – a steady beat • Tempo - how to recognise music that is 'fast' or 'slow'. That we can match our body movements to the speed (tempo) or pulse (beat) of music. • Duration -that different sounds can be long or short. • Dynamics - that instruments can be played loudly or softly. • Timbre - that different instruments can sound like a particular character. That voices and instruments can imitate sounds from the 	<p>The vocabulary we will learn is:</p> <ul style="list-style-type: none"> • Sing • Melody / Tune • Pitch - what 'high' and 'low' notes are. • Instrument names • Rhythm – a varied beat • Pulse – a steady beat • Tempo - how to recognise music that is 'fast' or 'slow'. That we can match our body movements to the speed (tempo) or pulse (beat) of music. • Duration -that different sounds can be long or short. • Dynamics - that instruments can be played loudly or softly. • Timbre - that different instruments can sound like a particular character. That voices and instruments can imitate sounds from the 	<p>The vocabulary we will learn is:</p> <ul style="list-style-type: none"> • Sing • Melody / Tune • Pitch - what 'high' and 'low' notes are. • Instrument names • Rhythm – a varied beat • Pulse – a steady beat • Tempo - how to recognise music that is 'fast' or 'slow'. That we can match our body movements to the speed (tempo) or pulse (beat) of music. • Duration -that different sounds can be long or short. • Dynamics - that instruments can be played loudly or softly. • Timbre - that different instruments can sound like a particular character. That voices and instruments can imitate sounds from the 	<p>The vocabulary we will learn is:</p> <ul style="list-style-type: none"> • Sing • Melody / Tune • Pitch - what 'high' and 'low' notes are. • Instrument names • Rhythm – a varied beat • Pulse – a steady beat • Tempo - how to recognise music that is 'fast' or 'slow'. That we can match our body movements to the speed (tempo) or pulse (beat) of music. • Duration -that different sounds can be long or short. • Dynamics - that instruments can be played loudly or softly. • Timbre - that different instruments can sound like a particular character. That voices and instruments can imitate sounds from the

	<p>world around us (eg. vehicles).</p> <ul style="list-style-type: none"> Texture - that music often has more than one instrument being played at a time. 	<p>world around us (eg. vehicles).</p> <ul style="list-style-type: none"> Texture - that music often has more than one instrument being played at a time. 	<p>world around us (eg. vehicles).</p> <ul style="list-style-type: none"> Texture - that music often has more than one instrument being played at a time. 	<p>world around us (eg. vehicles).</p> <ul style="list-style-type: none"> Texture - that music often has more than one instrument being played at a time. 	<p>world around us (eg. vehicles).</p> <ul style="list-style-type: none"> Texture - that music often has more than one instrument being played at a time. 	<p>world around us (eg. vehicles).</p> <ul style="list-style-type: none"> Texture - that music often has more than one instrument being played at a time.
ASSESSMENT	<p>Ongoing observation, practitioner knowledge from input and group work and discussions with parents/carers/other childcare providers will inform assessment. Every child's level of development will be assessed against the early years outcomes and then the early learning goals.</p>					
SHARING WITH PARENTS	<p>Assessment will be shared with parents/carers through regular sharing of children's learning, Board books, parent's/carer's evenings, ASPIRE events key worker/teacher discussions and end of year reports.</p>					
MODERATION OF ASSESSMENT	<p>Internal and external moderation (pyramid school) of baseline assessments.</p>	<p>Internal moderation within EY team. Invite EY governor to join (Outstanding childminder).</p>	<p>Internal moderation across unit.</p>	<p>Nursery - External moderation with local PVI/nursery school. Reception – External moderation with pyramid school.</p>	<p>Internal and external moderation of assessments. <i>School to host moderation event.</i></p>	<p>Internal moderation with Y1 teacher and KS1 leader. Nursery moderation with Reception teacher.</p>
TRANSITION	<p><i>(Prior to September – visits in school, stay and play, meeting new teacher, transition week...)</i></p>	<p>Early starters (Jan intake) to visit school. Nursery teachers to meet/speak to parents before starting school.</p>	<p>N/A</p>	<p>N/A</p>	<p>Welcome packs sent out sharing transition week visits and dates.</p>	<p>Welcome meetings for parents/carers. Reception to make regular visits into Year 1. New starters to visit. Whole school transition week.</p>
PARENTAL ENGAGEMENT	<p>Parents/ carers will have the opportunity to view the weekly ping sharing children's learning each week. Termly ASPIRE events share and celebrate children's learning with parents. ASPIRE assemblies share and celebrate children earning and achievements. Bedtime reading event after school for parents and children promotes Communication and language and Reading</p>					
ACTION PLANNING	<p>Enhanced provision planning each week, completed as a whole team. Targets/actions from EY team meetings, pupil progress meetings, drop ins and observations.</p>					