



AGFS Reception LTP - Building Knowledge Across the Year

Blossom Code: Be Respectful - Learn from mistakes - Organised and on time - Safety First - Share and Support - Open your mind - Manners matter


Appletree Golden Threads: I am healthy, I can reach my potential, I am happy and safe, I have opportunities, I have a voice

| | CL | PSE | PD | L | M | UTW | EAD |
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| ELGs | <p><u>Listening, Attention, Understanding</u></p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers <p><u>Speaking</u></p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. | <p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> 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, respond appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p><u>Managing Self</u></p> <ul style="list-style-type: none"> 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><u>Building Relationships</u></p> <ul style="list-style-type: none"> 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><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. | <p><u>Comprehension</u></p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p><u>Word Reading</u></p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p><u>Writing</u></p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others. | <p><u>Number</u></p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p><u>Numerical Patterns</u></p> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | <p><u>Past and Present</u></p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling <p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p><u>The Natural World</u></p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | <p><u>Creating with Materials</u></p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories. <p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. |



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| Connections and Contexts | Communication and Language | PSED | Physical Development | Literacy | Mathematics | Understanding the World | Expressive Arts and Design |
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| <p>Summer 2 (7 wks)</p> <p>Topic: Brilliant Beaches and Underwater Worlds</p> <p>Content: Storm at Sea-Lighthouses</p> <p>Fossil Finds - Mary Anning</p> <p>Eid / Queen's Birthday</p> <p>All Change in the Woods</p> <p>Skills builder- Teamwork</p>  | <p>Listening, Attention, Understanding</p> <ul style="list-style-type: none"> Process language which includes challenging adjectives, verbs and positional vocabulary in instructions. <p>Speaking</p> <ul style="list-style-type: none"> Generate original narratives using small world figures or puppets or in role play with open ended props. Play games where they give instructions to each other. | <p>Jigsaw 6 Changing Me</p> <p>Self Regulation</p> <ul style="list-style-type: none"> Recognise changing class can have happy and sad feelings Build strategies to challenge undesirable behaviour towards others Understand that talking about worries helps solve them. <p>Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (ELG) <p>Building Relationships</p> <ul style="list-style-type: none"> Can tell you who they could share a worry with. | <p>Gross Motor Skills</p> <p>Mini Athletics</p> <ul style="list-style-type: none"> develop running skills - speed over long and short distances walk, step, run and jump over hurdles explore throwing techniques - respond to feedback and instruction <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Stack and align irregular and natural objects. Use hand moulding and building techniques with malleable materials. Control large scale gardening tools including watering cans. Use fine pincer mark-making clay tools with precision. Use a range of tools to dismantle mechanisms. | <p>Comprehension</p> <ul style="list-style-type: none"> Name book characters and describe their qualities. Articulate the dilemmas characters face. Use the structure of rhyming texts to participate in a recall of sections of text. <p>Word Reading</p> <ul style="list-style-type: none"> Consolidate phonic skills Summer A Know tricky word relevant to phonics level Blend and segment known sounds for reading and spelling RWI Green/Purple/Pink Read simple phonically regular captions and sentences. <p>Writing</p> <ul style="list-style-type: none"> Confidently hold a sentence Write short compositions with more than one sentence, capital letters and full stops. | <p>White Rose Maths-</p> <p>Manipulate, compose and decompose</p> <p>Select shapes for a purpose</p> <p>Rotate shapes</p> <p>Manipulate shapes</p> <p>Explain shape arrangements</p> <p>Compose shapes</p> <p>Decompose shapes</p> <p>Copy 2-D shape pictures</p> <p>Find 2-D shapes within 3-D shapes</p> <p>Sharing and Grouping</p> <p>Explore sharing</p> <p>Sharing</p> <p>Explore grouping</p> <p>Grouping</p> <p>Even and odd sharing</p> <p>Play with and build doubles</p> <p>Visualise, Build and Map</p> <p>Identify units of repeating patterns</p> <p>Create own pattern rules</p> <p>Explore own pattern rules</p> <p>Replicate and build scenes and constructions</p> <p>Visualise from different positions</p> <p>Describe positions</p> <p>Give instructions to build</p> <p>Explore mapping</p> <p>Represent maps with models</p> <p>Create own maps from familiar places</p> <p>Create own maps and plans from story situations</p> | <p>Jigsaw 6 Changing Me UW Links</p> <ul style="list-style-type: none"> Engage in games where different participants have different roles. Know that we grow from a baby to an adult. Share some positive memories from the past year <p>Past and Present</p> <ul style="list-style-type: none"> Understand the past through settings characters and events - Mary Anning Explore seaside photos past and present <p>People Culture and Communities</p> <ul style="list-style-type: none"> Discuss how we care for the natural world around us and know the dangers to wildlife from man made rubbish - recycling/ ECO warriors. Visit local landmark (lighthouse/beach) <p>Natural World</p> <ul style="list-style-type: none"> Describe changes to trees and woodland plants in summer. Provide opportunities for children to note and record the weather. Identify similarities and differences between the animals and plants in the beach environment and in the woodland environment. Name physical features of a beach environment using secondary sources. Compare physical features using aerial views. Describe differences and similarities between beaches around the world, using photographs <p>Technology</p> <ul style="list-style-type: none"> Understand that information can be found from a range of sources - internet Explain ways in which they and their families keep safe when using devices | <p>Creating with Materials</p> <ul style="list-style-type: none"> Create, describe and explain transient 2D or 3D designs or sculptures with natural materials out in the environment Make considered choices to create mixed media or relief design in clay. Shape and mould wet sand and clay with hand tools to create particular effects. Romero Britto Lighthouses - explore an artistic technique using a variety of patterns and colour Winslow Homer - local artist/historical. Explore wax resist as a technique for creating different effects. Dinosaur silhouette art - identify hot and cold colour pallets. Combine colours to create a hot or cold picture background <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Generate simple narratives with role play props or small world. Use dance and movements to tell a story. Body percussion and instrumental sound effects to tell a story. sing simple sea shanties/clapping songs. |



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| <p>Summer 1 (5 wks)</p> <p>Topic: The Great Outdoors</p> <p>Content: Lifecycles</p> <p>Bikeability</p> <p>All Change in the Woods</p> <p>Ramadan/Eid</p> <p>Skills builder-Creativity</p>  | <p>Listening, Attention, Understanding</p> <ul style="list-style-type: none"> Answer open ended or speculative questions. Process three step instructions. <p>Speaking</p> <ul style="list-style-type: none"> Tell familiar stories with dialogue using small world figures or puppets or in role play with specific props. Memorise rhymes and incorporate body percussion or instrumental sounds as a simple performance. Recall and define specialist vocabulary for the half term | <p>Jigsaw 5 Relationships</p> <p>Self Regulation</p> <ul style="list-style-type: none"> I can use Calm Me Time to manage my feelings. Read facial expressions and body language and extend the vocabulary of emotions. <p>Managing self</p> <ul style="list-style-type: none"> Articulating reasons for success or failure in a challenge <p>Building relationships</p> <ul style="list-style-type: none"> I know how to be a good friend. I am starting to understand the impact of unkind words. I know how to make friends to stop myself from feeling lonely Building strategies to make new friends. I can think of ways to solve problems and stay friends. I can identify some of the jobs I do in my family | <p>Gross Motor Skills Games 3 - Hoops and Quoits</p> <ul style="list-style-type: none"> To use hoops and quoits in a controlled, coordinated and safe way to share space and equipment safely and confidently with others to operate with a partner / other children to play games to follow the rules of a game Demonstrate balance and coordination on wheeled toys (balance bikeability/learn to ride) <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Use tools to cut and join safely and under supervision. Use fine mark-making tools to create texture and pattern in dough/clay. Control printing tools to create a desired effect. Play instruments with wrist and shoulder control. Dismantle objects and mechanisms using a range of hand actions. | <p>Comprehension</p> <ul style="list-style-type: none"> Predict the development of the plot. Empathise with characters. Make links between texts. Recall key elements of books they have heard and read. Access simple information books. Express a preference for stories/rhymes/songs Learn word play rhymes and more complex nursery rhymes. <p>Word Reading</p> <ul style="list-style-type: none"> Consolidate phonic skills Spring B Know tricky words - the, to, and, no, go, I, he, we, she, me, be, of, my Blend and segment known sounds for reading and spelling VC, CVC, CVCC RWI Red/Green Read simple phonically regular captions and sentences. <p>Writing</p> <ul style="list-style-type: none"> Orally compose a sentence and hold it before attempting to write it Write simple sentences with regular words Write short compositions with more than one sentence and finger spaces. | <p>White Rose Maths-</p> <p>3D shape 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</p> <p>To 20 and beyond 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</p> <p>How Many Now? Add more How many did I add? Take away How many did I take away</p> | <p>Past and Present</p> <ul style="list-style-type: none"> Queen's Jubilee/King's Coronation and change over time Life Cycles (butterflies, frogs) <p>People Culture and Communities</p> <ul style="list-style-type: none"> Name locality features on the route to the playground. Draw and label geographical features on the route. Use local transport (Metro) Recognise that people have different beliefs and celebrate different times in special ways - Ramadan Eid <p>Natural World</p> <ul style="list-style-type: none"> Provide opportunities for children to note and record the weather. Recognise some environments are different to the one in which they live. Observe and interact in first hand scientific explorations of animal life cycles. Describe changes to trees and woodland plants in spring/summer <p>Technology</p> <ul style="list-style-type: none"> Understand that information can be found from a range of sources - internet Explain ways in which they and their families keep safe when using devices Food prep - chopping and peeling | <p>Creating with Materials</p> <ul style="list-style-type: none"> Print accurately with paint to achieve an effect and describe design choices. Select and use different materials for craft purposes or with a design idea and explain choices. Make detailed and accurate observational drawings of natural found objects and living things, including matching colours Eric Carle Artist / Matisse Snail <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Move rhythmically on the spot and travelling, using hands or feet to mark the beat (circle clapping games linked to footsteps/speed). Echo simple short rhythmic phrases with untuned percussion.call and response african chants? Contrasting locality Discuss the pitch contrasts in tuned percussion (Xylophone stand up/Sit back down) Call and response songs |
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| <p>Spring 2 (6 wks)</p> <p>Topic: Stepping into Spring</p> <p>Content: Growing and Changing</p> <p>Plant Life Cycles</p> <p>RND</p> <p>Easter Story and Traditions</p> <p>Mother's Day</p> <p>Skills builder-Speaking Skill</p>  | <p>Listening, Attention, Understanding</p> <ul style="list-style-type: none"> Answer open ended or speculative questions. Listen to and talk about stories to build familiarity and understanding <p>Speaking</p> <ul style="list-style-type: none"> Tell entire familiar stories using sequenced illustrations as prompts Describe events in some detail (time connectives, order etc) Teach new skills to others verbally and by demonstration. Recall and define specialist vocabulary for the half term Articulate how to solve simple problems. (PSE) | <p>Jigsaw 4 Healthy Me</p> <p>Self Regulation</p> <ul style="list-style-type: none"> Work in a small group on tasks like turn-taking games. <p>Managing self</p> <ul style="list-style-type: none"> Articulate how to solve simple problems. (CLL) Name some body parts. Talk about some things that keep you healthy. Give examples of healthy food. Explain what some healthy foods are. Choose ingredients suited to a healthy snack Make healthy snacks. <p>Building relationships</p> <ul style="list-style-type: none"> Know what to do if they get lost. | <p>Gross Motor Skills</p> <p>Control large scale gardening tools including watering cans.</p> <p>Games 2 - Balls</p> <ul style="list-style-type: none"> Control small games equipment when transporting, collecting and throwing. Bounce a ball on the spot or on the move. Roll or throw a ball underarm at a target. Kick a ball at a target or to a friend. <p>Games 1 - Beanbags -</p> <ul style="list-style-type: none"> Develop confidence, competence, precision, strength and accuracy when using PE equipment throw a beanbag underarm at/in a target. throw and catch a beanbag explore ways of moving and balancing bean bags <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Use tools to cut and join safely and under supervision. Safely use a wider range of food preparation tools including chopping boards and knives, graters, fruit squeezers. Use fine brushes to paint with poster/watercolour paints Join with tape and glue. | <p>Comprehension</p> <ul style="list-style-type: none"> Recall key elements of books they have heard and read. Understand cause and effect in books they have heard or read. Predict the endings of books. Use picture clues to help to read simple text Express a preference for stories/rhymes/songs Learn word play rhymes and more complex nursery rhymes. <p>Word Reading</p> <ul style="list-style-type: none"> Consolidate phonic skills Spring A Know tricky words - the, to, and, no, go, I, he, we, she, me, be Blend and segment known sounds for reading and spelling VC, CVC, CVCC Read short ditty stories Read simple phonically regular captions and sentences. <p>Writing</p> <ul style="list-style-type: none"> Spell to write vc/cvc words using Set1/2 sounds Orally compose a sentence and hold it before attempting to write it Write simple sentences with regular words | <p>White Rose Maths:-</p> <p>Length, height and time</p> <p>Explore length Compare length Explore height Compare height Talk about time Order and sequence time</p> <p>Building 9 and 10</p> <p>Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10 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</p> | <p>Past and Present</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society - jobs on the farm, people who help us, jobs in the home <p>People Culture and Communities</p> <ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate different times in special ways - Easter Describe the changes in the environment as the season changes <p>Natural World</p> <ul style="list-style-type: none"> Know and demonstrate how to grow seeds and care for seedlings (seeds/chopping fruit and veg) Talk about change of state of materials - combining ingredients for cooking (Mother's day scones/flapjacks/rocky road) Understand the key features of the life cycle of a plant and an animal. Sequence the life of a baby bird from hatching to maturity. Observe how animals behave differently as the seasons change. <p>Technology</p> <ul style="list-style-type: none"> Use a mouse with increasing control to use an art programme Open and close a programme on PC/ipad Have an awareness of screen time | <p>Creating with Materials</p> <ul style="list-style-type: none"> Make increasingly detailed observational drawings and paintings of natural found objects and living things Know how to join wood and reclaimed materials to make objects with a purpose Draw single or a sequence of images from the imagination to illustrate a story. Artist Monet -Japanese Bridge <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Retell episodes from a known story with dialogue using small world figures or puppets (The Three Billy Goats Gruff T4W) Memorise short choreographed dance actions/sequences to accompany songs or stories in pairs or groups (T4W). Explore and engage in music making and writing - Pattern |
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| <p>Spring 1 (6 wks)</p> <p>Topic: Superheroes</p> <p>Content: Real life heroes</p> <p>Friends in Our Community</p> <p>Chinese New Year</p> <p>All Change in the Woods</p> <p>Skills builder- Listening Skill</p>  | <p>Listening, Attention, Understanding</p> <ul style="list-style-type: none"> Play with words and “funny” rhymes, including “add your own word” rhymes. Participate in very familiar stories as choric speech between narrator and characters T4W. <p>Speaking</p> <ul style="list-style-type: none"> Add connectives on the end of simple responses to include detail or causative extensions. Recall and define specialist vocabulary for the half term | <p>Jigsaw 3 Dreams and Goals</p> <p>Self Regulation</p> <ul style="list-style-type: none"> Know that they must work hard to reach a goal. Talk about jobs that they might like to do when they are older. <p>Managing Self</p> <ul style="list-style-type: none"> Articulate simple problem solving approaches. Identify healthy ingredients in healthy snacks. Begin to show resilience at things. Feel proud of their work. Articulate the rationale for school regimes and expectations. Articulate and demonstrate teeth cleaning. <p>Building Relationships</p> <ul style="list-style-type: none"> Work in a small group on tasks like turn-taking games. To be proud of their peers achievements | <p>Gross Motor Skills</p> <ul style="list-style-type: none"> Recognise body changes during exercise. Carry and control small equipment Combine different movements with ease and fluency - Travel across more complex obstacle courses including changes of height. PE Hub Dance - Supported by Little Movers (CPD) <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Weave, thread and tie Hold pencils effectively to draw with attention to detail Use paintbrushes with control Cut shapes with scissors | <p>Comprehension</p> <ul style="list-style-type: none"> Recall key elements of books they have heard and read. Use picture clues to help to read simple text Express a preference for stories/rhymes/songs Learn word play rhymes and more complex nursery rhymes. <p>Word Reading</p> <ul style="list-style-type: none"> Consolidate phonic skills Autumn 2 Know tricky words - the, to, no, go, I Blend and segment known sounds for reading and spelling VC, CVC, CVCC Read short ditty stories Read simple phonically regular captions and sentences. <p>Writing</p> <ul style="list-style-type: none"> Use some letters in sequence to convey meaning, including CVC words. Spell to write vc/cvc words using taught sounds Orally compose a sentence and hold it before attempting to write it Write labels, lists and captions | <p>White Rose Maths</p> <p>Alive in 5 Introduce zero Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more 1 less Composition Conceptual subitising to 5</p> <p>Growing 6, 7, 8 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</p> <p>Mass and Capacity Compare mass Find a balance Explore capacity Compare capacity</p> | <p>Past and Present</p> <ul style="list-style-type: none"> Share information about past events in their own lifetime - birthdays, celebrations, holidays and weekends, with use of class calendar <p>People Culture and Communities</p> <ul style="list-style-type: none"> Name some people in our community and explain their function through role play and small world re-enactment. Describe and re-enact traditions from Chinese New Year celebrations. Recognise that people have different beliefs and celebrate different times in special ways - Chinese New Year Learn songs from other cultures linked to Chinese New Year <p>Technology</p> <ul style="list-style-type: none"> Have an awareness of internet safety Use one finger to click a mouse button to drag and drop Play games on an interactive whiteboard <p>Natural World</p> <ul style="list-style-type: none"> Describe changes to trees and woodland plants in winter. Provide opportunities for children to note and record the weather. Observe and interact with natural processes(ice melting/sound vibrations/light travelling through transparent materials /shadows/magnets/floating) Describe and explain changes of state with water | <p>Creating with Materials</p> <ul style="list-style-type: none"> Twist, wrap and weave with pressure and precision, narrating choices about colour and texture. Van Gogh Starry Night - city at night (digital art) <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Speak and act in role, demonstrating recall of the jobs of key members of the community. Retell episodes from a known story in role or small world play - Supertato TFW. Pitch match during songs (Let’s be Superheroes). Imitate more complex rhythm patterns with tapping instruments. Dance with large arm movements using props – ribbon and fabric |
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| <p>Autumn 2 (7 wks)</p> <p>Topic: Magic Moments</p> <p>Content: Halloween, Diwali, Guy Fawkes Remembrance</p> <p>Road Safety - Scoot to school, transport then and now</p> <p>Exploring the Woods</p> <p>Christmas Story and Traditions</p> | <p>Listening, Attention, Understanding</p> <ul style="list-style-type: none"> Secure more complex rhymes Secure agreed rules for conversational turn taking in small and larger groups. Follow two step instructions. Engage in story time <p>Speaking</p> <ul style="list-style-type: none"> Ask questions to find out more and to check they have understood what has been said Formulate and respond to "Why?" and "How?" questions. Articulate their ideas in complete sentences Recall and define specialist vocabulary for the half term | <p>Jigsaw 2 Celebrating Differences</p> <p>Self Regulation</p> <ul style="list-style-type: none"> Work in pairs to succeed in a challenge. Talk about what they are good at. Know emotions: happy, sad, frightened, angry. Can be proud of themselves. <p>Managing self</p> <ul style="list-style-type: none"> Follow wider school regimes Perform confidently to an audience in a simple adult structured presentation. <p>Building relationships</p> <ul style="list-style-type: none"> Share their successes and celebrate other children's successes. Know that not all families are the same. Understands that children can be better at different things. | <p>Gross Motor Skills</p> <ul style="list-style-type: none"> Travel in different ways with control and coordination - simple obstacle courses Jump in different ways - develop overall body strength, balance, coordination Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Dig with trowels and hand forks Parachute Games - large arm movements, safely travelling over and under the parachute, participating in team games and turn taking activities <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Forest School woodwork - hammer and nails Join and separate small construction kit components by clicking and twisting. Refine threading techniques Use squashing techniques including rolling pins to achieve desired effects. Cut and turn along outlines. Use large brushes for painting and colour mixing | <p>Comprehension</p> <ul style="list-style-type: none"> Anticipate events in stories Name different parts of books Look for cues in illustrations. Memorise and perform more complex action rhymes and nursery rhymes. <p>Writing</p> <ul style="list-style-type: none"> Use some letters in sequence to convey meaning, including CVC words. Listen to and hear sounds in vc/cvc words Begin to break speech into words Write name Write labels. <p>Word Reading</p> <ul style="list-style-type: none"> RWI Set 1 - know single letter set 1 sounds (group B) Orally blend (group C) Read cvc words containing sounds taught so far - word books/green words | <p>Power Maths - Unit 4 Change within 5 (2 weeks)</p> <ul style="list-style-type: none"> Adding one more Finding one less Finding one more and one less with number stories Exploring one more and one less, with numbers to 5 Ordering one more and one less stories Applying one more and one less stories <p>Power Maths - Unit 5 Number bonds within 5 (1 week)</p> <ul style="list-style-type: none"> Exploring number bonds within 5 using the part whole model Splitting objects into two groups Breaking a whole into two distinct parts Recognising different representations of two parts Finding different ways to break groups into parts Finding number bonds to 3, 4 and 5 <p>Power Maths - Unit 6 Space(1 week)</p> <ul style="list-style-type: none"> Spatial awareness Understanding and using positional and directional language in practical contexts Using directional and positional language to describe a route | <p>Past and Present</p> <ul style="list-style-type: none"> Comment on images of familiar situations in the past - transport then and now. Understand how events and people in the past impact on the present day - Guy Fawkes. <p>People Culture and Communities</p> <ul style="list-style-type: none"> Draw and comment on simple maps - journey to school, name simple street furniture e.g. traffic light, post box etc. Understand that some places are special to people in their community - church/mosque. (visit) Recognise that people have different beliefs and celebrate different times in special ways - Diwali, Hanukkah Christmas Describe family traditions. Extend basic greetings in different languages <p>Natural World</p> <ul style="list-style-type: none"> Describe changes to trees and woodland plants in autumn observe how animals behave differently as seasons change Note and record the weather. Know and demonstrate how to plant bulbs. Predict how it will grow. Talk about change of state of materials - salt dough, sugar, chocolate, marshmallows <p>Technology</p> <ul style="list-style-type: none"> Use an ipad to take a photograph and ask consent Select and use apps on an ipad Explain why something has worked/not worked | <p>Creating with Materials</p> <ul style="list-style-type: none"> Primary colour mixing - predict and narrate the effects of colour mixing and follow step by step instructions Develop their own ideas and then decide which materials to use to express them (enterprise/christmas card workshop) Constructs using components which allow movement including wheeled vehicles and arrays of gears. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Generate short narratives in small world and role play. Mark the beat and imitate rhythms with tapping and striking instruments. Perform a small repertoire of short repetitive songs - nativity. Know further action songs and story ring games by heart. Watch and talk about dance and performing art - nativities/pantomimes |
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AGFS Reception LTP - Building Knowledge Across the Year



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| <p>Autumn 1 (7/8 Wks)</p> <p>Topic: Pleased to meet you</p> <p>Content: me and my family</p> <p>Families around the World</p> <p>Exploring the Woods</p> <p>Harvest</p> | <p>Listening, Attention, Understanding</p> <ul style="list-style-type: none"> Follow adult cues to listen. Know behaviours for successful listening. Participation in predictable texts. Recall a range of simple nursery rhymes. Engage in story time <p>Speaking</p> <ul style="list-style-type: none"> Ask either/or questions. Participate in adult narration of independent learning. Recall and define specialist vocabulary for the half term | <p>Jigsaw 1 Being Me in my world</p> <p>Self Regulation</p> <ul style="list-style-type: none"> Follow classroom routines including self-help with clothing. Follow classroom expectations. Build a vocabulary around feelings. Can talk about some special things about themselves. Continue to develop appropriate ways of being assertive <p>Managing self</p> <ul style="list-style-type: none"> Knows when they need a drink or to put on / take off a jumper and can manage this independently. Show resilience and perseverance at simple tasks Articulate and demonstrate handwashing and food preparation. Put on and begin to fasten coats independently Distinguish between healthy food choices and special treats. Know that hands can be used kindly and unkindly. Navigate and use the toilet independently, managing clothing and washing hands <p>Building relationships</p> <ul style="list-style-type: none"> Can play cooperatively and take turns with some adult support Are able to consider other children's feelings Know that some children are different from themselves. Work cooperatively with others at tidy up time | <p>Gross Motor Skills</p> <ul style="list-style-type: none"> Move safely and energetically in a range of ways. Change direction. Stop quickly. (Top Start) Be increasingly independent as they get dressed/undressed - coats and zips Develop overall core strength (apparatus, monkey bars, gym, swings, climbing wall, balance bikes, wheelbarrows) Achieve a good posture when sitting on the floor or at a table Line up and walk in a line Participate in hand action songs Top Start <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Forest School woodwork - hammer and nails Draw freely Hold scissors effectively to cut along lines. | <p>Comprehension</p> <ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary Participate in, memorise and perform simple action rhymes. <p>Writing</p> <ul style="list-style-type: none"> Begin to form taught letters correctly. Use marks or some letters for meaning - know that words can be written Find letter sounds on a mat and use them when writing Write most or all of name Begin to write labels. <p>Word Reading</p> <ul style="list-style-type: none"> RWI Set 1 - know most single letter set 1 sounds (group A) Assisted blending / oral blending Begin to listen to and hear sounds in cvc words - assisted segmenting | <p>Power Maths - Unit 1 Numbers to 5</p> <ul style="list-style-type: none"> Count to 5, forwards and backwards Stable order of counting and 1-1 correspondence to 5 Cardinality and representations to 5 Count to 5 and back from 5 using abstraction <p>Power Maths - Unit 2 Comparing groups within 5</p> <ul style="list-style-type: none"> Compare quantities of objects within 5 noticing inequality of groups and know quantities can be equal Compare groups of identical and non-identical objects Use 1-1 correspondence to compare groups Compare groups using more and fewer and by matching or subitising Represent groups to compare using cubes <p>Power Maths - Unit 3 2D shapes</p> <ul style="list-style-type: none"> Explore properties of everyday shapes Identify and name 2D shapes and describe similarities and differences Identify 2D shapes in the environment | <p>Past and Present</p> <ul style="list-style-type: none"> Begin to make sense of their own life story and family history Identify similarities and differences - growth from baby, child, adult, grandparent (chronology) Comment on images of familiar situations in the past (home/school) <p>People Culture and Communities</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community Explain some similarities and differences between life in this country and life in other countries. Familiarise children with the name of the road and the village school is located in. Draw info from a simple map - explore aerial views of school settings. Recognise roads, buildings, open spaces and other simple features. Basic greetings in different languages Harvest <p>Natural World</p> <ul style="list-style-type: none"> Name plants and parts of plants - link to harvest. Explore the natural world around them. (Living things and their habitats) Understand and demonstrate fire safety skills Talk about change of state of materials - combining ingredients for cooking - damper bread <p>Technology</p> <ul style="list-style-type: none"> Use technology in role play - phones, tills etc Explore using Bee bots Know ways in which to stay safe using computers/ipads Begin to use class computer to control a mouse to drag and drop Select and use EY apps on class ipads | <p>Creating with Materials</p> <ul style="list-style-type: none"> Draw with increasing complexity and detail - familiar people from memory Explore different materials freely, in order to develop their ideas about how to use them and what to make To learn new ways to explore media and materials - nature zone found materials To make marks with a wide range of tools and grip Constructs using components which allow movement including wheeled vehicles and arrays of gears. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Develop storylines in their pretend play - domestic routines and brief family narratives using open ended props. Mark the pulse of pieces of music using body percussion. Sing and perform some simple hand-action songs/nursery rhymes/stories Explore and engage in music making and dance - movement and listening games using different sounds for different movement Tapping rhythms to accompany words - names, objects etc (syllables) Try and move in time with music |
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AGFS Reception LTP - Building Knowledge Across the Year



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| <p>Forest School</p> <p>Weekly Sessions Skills Introduced, revisited and embedded across the year</p> | <p>Listening, Attention & Understanding</p> <p>'Plan do review' develops the children's Listening skills. Children have opportunities to respond to simple and open ended questions.</p> <p>Beginning (new admits) for some and continuing to understand simple instructions like why and how</p> <p>Beginning to identify areas of FS and describe where they will play.</p> <p>Listen to other people's talk with interest, but can easily be distracted by other things.</p> <p>Speaking</p> <ul style="list-style-type: none"> Develop new vocabulary Begin and use longer sentences to plan and review To talk to peers in play - negotiating play through dialogue | <p>Self-Regulation</p> <ul style="list-style-type: none"> Find ways to resolve peer conflict Begin to build a vocabulary around feelings Show respect by looking after living things and things that belong to forest school and nature Be resilient and try new things (take supported risks) <p>Managing Self</p> <ul style="list-style-type: none"> Know they need to use the toilet and ask adults to help them with clothing. Wash hands with guidance. Follow Forest School routines including self-help with clothing. Begin and become independent to put on coats without adult support Know that it is ok to be dirty in FS and use grass or leaves to clean and dry hands mid session. <p>Building Relationships</p> <ul style="list-style-type: none"> Find ways of managing transitions between areas of play or activities Develop friendships with other children. Be polite and say please and thank you (BC) Build sharing skills | <p>Gross Motor Skills</p> <ul style="list-style-type: none"> Enjoy moving around forest school in a variety of ways - climbing, swinging, rolling, sliding... Use equipment to move and transport Fit themselves into spaces, like tunnels and dens freely and independently Develop supported risks <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Build independently with a range loose parts and nature's treasures Use a range of simple, one handed tools safely. Shows some interest in making marks and joining in with nature crafts. | <p>Comprehension</p> <ul style="list-style-type: none"> Enjoy sharing books in forest school and group nature nursery rhymes Respond to the pictures or the words they see in Forest School Develop play around favourite stories using props that they make, <p>Writing - see PD</p> <ul style="list-style-type: none"> Enjoy drawing freely using a variety of single handed tools | <p>Number / Numerical Patterns</p> <ul style="list-style-type: none"> Use counting vocabulary up to 5 with correspondence during play. During play, Compare small sets of objects by processing language "more than" and "fewer than". Join in with nature number songs <p>Shape, Space & Measures</p> <ul style="list-style-type: none"> Process language of everyday size during play. Knowing how far a conker rolls or one more scoop of water will fill a pot. Process and use positional vocabulary in large scale physical play. Sort sets of objects such as leaves, sticks, bark through play To use water to develop measuring skills through scoops, pouring and develop measure language (full/empty) | <p>Through Forest School & Gardening:</p> <ul style="list-style-type: none"> Learn how to harvest our Autumn veg. Learn new vocabulary related to harvesting. Taste, smell and observe our harvest. Investigate, discuss and compare a range of seeds from vegetables. Taste the fresh salad before planting to have a deeper connection to what we are planting. Explore fair testing. Ch to plant dry and fresh seeds to compare how they grow. FS build on experiences. Use more vocabulary to describe. Build peer relationships, develop gross motor skills. Learn from peers about bugs they have found, how to care for them. | <p>Transient Art</p> |
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