



Early Years Foundation Stage

Reception Class L

Long Term Objectives

Class L - EYFS Reception Long Term Objectives



Objectives Covered During Autumn Term 1 September -October

RELIGIOUS EDUCATION	PSED	PHYSICAL DEVELOPMENT	
<p>I AM SPECIAL Pupils will know and understand 'the importance of my name.' Pupils will know and understand God knows and loves me and God knows my name. Pupils will acquire the skills of assimilation, celebration and application of the above. Pupils will know and understand 'What is to welcome and be welcomed'. Pupils will know and understand Baptism: a welcome to God's family.</p> <p>HARVEST Sharing with others. Harvest around the world.</p>	<p>Self - Regulation Introduce class rules for appropriate indoor and outdoor behavior. Look at carpet time rules for good sitting and listening. Introduce our behavior expectations and dojo points. Begin to work in key groups with key worker. Begin to join in with focused group activities. Begin to join in with NELI sessions/ Neli interventions. Introduce jigsaws and simple card/ board games into the environment. Begin to introduce challenges within the provision, adults to provide support, guidance and encouragement to participate.</p>	<p>Gross Motor Weekly PE session in the hall or outdoor area to teach fundamental skills. Busy classroom environment with free flow to the outdoor space. Outdoor area providing different surfaces. Adults to model and support the use of the areas and equipment. Use balance bikes and large bikes, scooter outdoors. Use prams, wheelbarrows, crates etc. Use balancing planks and crates. Fill and carry buckets from the water tap. Sweep the outdoor area using brushes. Use large construction equipment indoors and outdoors. Music and movement sessions to support and enhance learning.</p>	<p>Fine Motor Hold a pencil with a tripod grasp. Make marks on paper to follow or extend the pattern. Daily dough disco sessions and use of clay within provision. Funky fingers activities. Large outdoor water painting. Pencil / wand ribbons. Threading activities Creative area with scissors. Paints available with a range of brushes. Waterplay pouring, tipping activities. Sand area for digging and filling. Dress up area and clothes for the dolls. Weeding and watering in our planting area. A range of small world equipment. A range of construction kits. Draw a picture of themselves. Focus on the drawing of a figure with a head, body, arms and legs.</p>
COMMUNICATION AND LANGUAGE			
<p>Listening, Attention and Understanding Engage in one to one discussion with an adult offering their own ideas, using recently introduced vocabulary. Engage in one to one discussion with an adult offering explanation for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Select one nursery rhyme from 'My little book of nursery rhymes' to listen to and recite. Express their ideas and feelings about their experiences using full sentences,</p>	<p>Managing Self Introduce and make observations of the three playing and exploring characters. Introduce carpet rules for good sitting and listening. Introduce class rules for indoor and outdoor behavior. Children will be supported to use the toilets, followed by good hand washing. Children will be supported with tasks like blowing their nose and tidying the classroom after play sessions. Children will be supported to take off and put on their own coats, hats and gloves. Children will be supported to take off and put on their shoes and socks following sand play. Children will be supported to put on and take off wet suits and wellington boots for outdoor activities. Children will be supported to put on, take off and put away aprons. Children will be supported to taste different fruits and vegetables at snack time and set up and clear away after themselves. Children will engage in snack preparation.</p>	<p>Building Relationships Allow the children to settle into the environment before placing them into key groups. Let relationship bonds lead this. Build relationships with parents through meet the teacher/team meeting and daily contact during drop off and pick up times. Provision time with adults getting to know the children and encouraging them to interact with other children. Begin to take part in worship sessions that focus on building friendships through following Jesus' messages. Share photos and news about me and my family. Staff available to guide the children during their provision play, supported to share and take turns. Begin to use the dojo and sticker rewards.</p>	
<p>Speaking NELI intervention sessions for children behind on tracking after baseline summary. Encourage children to listen attentively and respond to what they hear with relevant actions, when being read to and during small group interactions. Children will participate in a range of adult led activities based on stories and learning around a theme. Children will be offered the opportunity to chat with their peers in a friendly environment. Adults available to support children during provision time. Children will share 'Me in a nutshell bags' and have the opportunity to answer simple questions about their personal bags from home.</p>			
LITERACY	MATHEMATICS		
<p>Comprehension Story focused learning including traditional tales, topic or themed stories and Nonfiction books. Develop and re-visit the stories through small world and role play. Engage in poems, songs and dance activities connected with the story/ theme. Whole class freeze play and hot seating activities. Use IT to enhance understanding and engagement with key stories. Encourage the children to talk about the story using newly introduced vocabulary. Add some key vocabulary to our working displays. Add key vocabulary to enhance provision play areas. Use class challenges to encourage children to participate in story lead learning.</p>	<p>Use Lancashire planning document that corresponds with the learning and progression steps (LAPS) for EYFS. Number blocks and Numberland used within the following areas of learning:</p> <ul style="list-style-type: none"> • Rote counting • Counting objects • Shape • Number sense • Number recognition • Number graphics • Calculating 		
<p>Reading Recognise and name the first four sets of letter sounds s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h Join in with blending activities in a focused group. Introduce Level 2 Tricky words across Autumn term : I, no, go, to, the, into</p>	<p>Writing Hold a pencil with a tripod grasp. Make marks on paper to follow or extend the pattern. Join in with segmenting activities in a focused group</p>		
EAD	UNDERSTANDING THE WORLD		

Creating with Materials

Access to the creative area with a range of resources for children to explore their own creative interests and ideas. Encourage the children to hold scissors and tools correctly when cutting and joining. Develop the skills of drawing round a template. Develop skills using scissors to cut paper. Drawing a picture of a figure. Painting self - portraits; Look at the work of Van Gogh and encourage the children to explore and reproduce some self portraits using mirrors and talk about facial features. Introduce the creative area. Adults to ...

- Model its use
- Encourage the children to talk about their work. Encourage the children to think of their own ideas Focus stories will be linked to topic of choice - please see half termly overviews for more detailed planning and outline of topic areas.

Being imaginative and Expressive

Small world area equipped with a range of resources to provoke independent child-initiated play and opportunities to retell class stories. Join in and sing counting rhymes and songs: My Little book of nursery rhymes focus 'Incy Wincey Spider' Rotated Music sessions with Mr. Gallagher. Songs about ourselves, our bodies etc. Actions songs and ring games. Music area to explore music using keyboard, guitar and percussion instruments.

Past and Present

Talk about their lives and their family and home, Talk about staff family and backgrounds. Talk about family tree - Thinking question: **What is my surname?**

People, Communities and culture

Talk about the role in society of local farmers who help to feed us by helping at harvest time Thinking question: **What grows in my country?** Children to understand that certain foods can grow in certain countries. Look at packaging from our fruit and snack labels. Add fruit stickers to our globe. Invite children to bring in a food label from home from a different country share together. Look at what foods are grown locally in farms in Halsall.

The Natural World

Explore the natural world around them, making observations and drawing pictures of autumn leaves. Gather Autumn nature at home and bring into school to share in our tuff tray. Use our outdoor learning kitchen to make closer observations of the things we collect. to explore our natural world around us and the seasons of the year. Talk about and discover Summer days turning into Autumn days. Thinking question - **How does my body move?** Science link - Our bodies- introduce PE sessions and talk about healthy snack linked to our bodies.

Class L - EYFS Reception Long Term Objectives



Objectives Covered During Autumn Term 2 November - December

RELIGIOUS EDUCATION		PSED		PHYSICAL DEVELOPMENT					
SPECIAL PEOPLE Learn about our families and who is special to us. Learn about special figures from the bible. CHRISTMAS Pupils will know and understand What a birthday is; waiting for a birthday Pupils will know and understand Advent: looking forward to Christmas, the birthday of Jesus. Children take part in nativity play and gain an understanding of Christmas for Christians around the world.		Self - Regulations Talk about their feeling through various stories and characters in stories. Introduce class rules for appropriate indoor and outdoor behavior. Look at carpet time rules for good sitting and listening. Introduce our behavior rocket. Begin to work in key groups with key worker. Begin to join in with focused group activities. Begin to join in with NELI sessions. Introduce jigsaws and simple card/ board games into the environment Begin to introduce challenges within the provision, adults to provide support, guidance and encouragement to participate.		Gross Motor Weekly PE session in the hall or outdoor area to teach fundamental skills. Busy classroom environment with free flow to the outdoor space. Outdoor area providing different surfaces. Adults to model and support the use of the areas and equipment to ... Use balance bikes and large bikes outdoors. Use prams, wheelbarrows and space hoppers. Use balancing planks and crates. Fill and carry buckets from the water tap. Sweep the outdoor area using brushes. Use large construction equipment indoors and outdoors. Use space hoppers and balance snake. Music and movement sessions to support land enhance learning.		Fine Motor _Make marks on paper to represent the letters of their name. Daily dough disco sessions and use of clay within provision. Funky fingers activities. Large outdoor water painting. Pencil / wand ribbons Woodwork area Threading activities Creative area with scissors. Paints available with a range of brushes. Waterplay pouring, tipping activities. Sand area for digging and filling. Dress up area and clothes for the dolls. A range of small world equipment. A range of construction kits. Follow a process to draw pictures of animals.			
COMMUNICATION AND LANGUAGE Listening, Attention and Understanding NELI sessions Encourage children to listen attentively and respond to what they hear with relevant actions, when being read to and during small group interactions. Children will participate in a range of adult led activities based on stories and learning around a theme. They will be encouraged to engage in these activities and offer their own ideas. Children will be offered the opportunity to chat with their peers in a friendly environment. Adults available to support children during provision time.		Managing Self Introduce and make observations of the three playing and exploring characters. Children will be supported to use the toilets, followed by good hand washing. Children will be supported with tasks like blowing their nose and tidying the classroom after play sessions. Children will be supported to take off and put on their own coats, hats and gloves. Children will be supported to take off and put on their shoes and socks following sand play. Children will be supported to put on and take off wet suits and wellington boots for outdoor activities. Children will be supported to put on, take off and put away aprons. Children will be supported to taste different fruits and vegetables at snack time and set up and clear away after themselves. Children will engage in making a healthy soup and snacks.		Building Relationships Staff available to guide the children during their provision play, supported to share and take turns. Begin to use the behavior rocket to reward and sanction. Allow the children to settle into the environment before placing them into key groups. Let relationship bonds lead this. Build relationships with parents through home visits and daily contact during drop off and pick up times. Provision time with adults getting to know the children and encouraging them to interact with other children. Begin to take part in worship sessions that focus on building friendships through following Jesus' messages.					
Speaking Engage in one to one discussion with an adult offering their own ideas, using recently introduced vocabulary. Engage in one to one discussion with an adult offering explanation 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,		LITERACY Comprehension Story focused learning including traditional tales, topic or themed stories and Non fiction books. Develop and re-visit the story through small word and role play. Engage in poems, songs and dance activities connected with the story/ theme. Whole class freeze play and hot seating activities. Use IT to enhance understanding and engagement with key stories. Encourage the children to talk about the story using newly introduced vocabulary. Add some key vocabulary to our bottle display. Add key vocabulary to enhance provision play areas. Use class challenges to encourage children to participate in story lead learning. Send QR codes home for pictures book for enjoyment.		MATHEMATICS Use Lancashire planning document that corresponds with the learning and progression steps (LAPS) for EYFS. Number blocks and Numberland used within the following areas of learning: <ul style="list-style-type: none"> • Rote counting • Counting objects • Shape • Number sense • Number recognition • Number graphics 					
Reading Recognise and name all phase two letter sounds s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, ck, h, b, f, ff, l, ll, ss Begin to blend sounds orally to guess a word. Recognize and read the five phase two tricky words. I, no, go, to, the		Writing Make marks on paper to represent the letters of their name. Begin to segment a word orally to hear the sounds. Introduce guided writing books to show progression in mark making.		UNDERSTANDING THE WORLD Past and Present Talk about the lives of the children in our class celebrating Christmas. Talk and learn about the Christmas Story - Thinking Question What does my home look		People, Communities and culture Talk about the lives of the children in our class celebrating Diwali. Talk about the lives of children in our class celebrating Christmas. Does everybody celebrate Christmas? Make comparisons with other religions. Thinking question - Where is Bethlehem? Linking to		The Natural World Seasonal Change Winter, snow, ice - Understand some important processes and changes in the natural world around them, including the seasons. Thinking questions- Is it getting colder? Explore the natural world around them, making comments about	
EAD Creating with Materials Access to the creative area with a range of resources for children to explore their own creative interests and ideas. Encourage the children to hold scissors and tools correctly when cutting and joining. Investigate mixing of colors to make new ones. Explore painting on different surfaces. Paint firework pictures on black paper. Make large bonfire. Make owl collage pictures. Make clay owl. Make Christ the king crowns. Investigate mixing black and white to colours to make then darker or lighter. Find out about Claude Monet....		Being imaginative and Expressive Small world area equipped with a range of resources to provoke independent child-initiated play and opportunities to retell class stories. My Little book of nursery rhymes focus 'Twinkle Twinkle' Rotated Music sessions with Mr. Gallagher Use instruments to make firework sounds Bonfire poem. Christmas play and songs nativity practise.		UNDERSTANDING THE WORLD Past and Present Talk about the lives of the children in our class celebrating Diwali. Talk about the lives of children in our class celebrating Christmas. Does everybody celebrate Christmas? Make comparisons with other religions. Thinking question - Where is Bethlehem? Linking to		People, Communities and culture Talk about the lives of the children in our class celebrating Diwali. Talk about the lives of children in our class celebrating Christmas. Does everybody celebrate Christmas? Make comparisons with other religions. Thinking question - Where is Bethlehem? Linking to		The Natural World Seasonal Change Winter, snow, ice - Understand some important processes and changes in the natural world around them, including the seasons. Thinking questions- Is it getting colder? Explore the natural world around them, making comments about	

create a poppy field painting. Christmas crafts using lots of color and sparkle
Independently use the creative area.
Adults to ... Model its use Encourage the children to talk about their work. Encourage the children to think of their own ideas
Focus stories for role play and enjoyment will be linked to topic of choice - please see half termly overviews for more detailed planning and outline of topic areas.
Artwork and mixed media creations to link to topics.



like? Homes then and now.
Look at the stable where the nativity takes places - compare buildings and homes now and then. Children share photographs of their home.

children rehearsing and learning Christmas nativity story. Use maps and to locate Bethlehem on the IWB.
Geography link - walk to our local church to see the nativity scene.

the weather. Talk about our natural world around use when exploring school grounds and bishops walk. Talk about the weather changing and how we need to dress.

Objectives Covered During Spring 1 January- March



RELIGIOUS EDUCATION		PSED		PHYSICAL DEVELOPMENT			
<p>STORIES JESUS HEARD - listen to stories from old testament Create a class a library of our favorite stories. Children share their bibles from home.</p> <p>STORIES JESUS TOLD- Listen to stories from New testament children use the BIG FRIEZE in hall to locate familiar stories from the bible.</p>		<p>Self - Regulation Talk about behaviour boundaries through discussions about Goldilocks' behaviour. Remind children of our rules for appropriate indoor and outdoor behaviour. Use visual cues to support children when sitting and listening during carpet time. Use the dojo and sticker system to reward and sanction. Work in key groups with key worker. Join in with focused group activities. Join in with NELI sessions. Be supported to use jigsaws and simple card/ board games in the environment Join in with challenges within the provision, adults to continue to provide support and guidance where needed and encouragement to participate.</p>		<p>Gross Motor Weekly PE session in the hall or outdoor area to teach fundamental skills. Busy classroom environment with free flow to the outdoor space. Outdoor area providing different surfaces. Adults to support when needed the use of the areas and equipment to... Use of balance bikes and large bikes outdoors. Use of prams and space hoppers and balance snake. Use of balancing planks and crates. Fill and carry buckets from the water tap. Sweep the outdoor area using brushes. Use large construction equipment indoors and outdoors. Music and movement sessions to support land enhance learning.</p>		<p>Fine Motor Begin to form ladder letter shapes on paper. Starting and finishing in the correct place. Daily dough disco sessions and use of clay within provision. Funky fingers activities. Large outdoor water painting. Pencil / wand ribbons. Threading activities Creative area with scissors. Paints available with a range of brushes. Waterplay pouring, tipping activities. Sand area for digging and filling. Dress up area and clothes for the dolls. Weeding and watering in our planting area. A range of small world equipment. A range of construction kits. Observational drawings linked to topic theme.</p>	
<p>COMMUNICATION AND LANGUAGE Listening, Attention and Understanding NELI sessions Encourage children to listen attentively and respond to what they hear with relevant comments, when being read to and during small group interactions. Children will be encouraging to make comments about their learning to clarify their understanding. Children will be encouraged to chat with their peers in a friendly environment. Adults available to support children during provision time.</p>		<p>Managing Self Introduce and make observations of the three active learning characters. Introduce rules for keeping safe on any outings, walks or trips outing. Discuss Goldilocks' behavior... is this acceptable behavior? Children will be encouraged to independently use the toilets and wash their hands. Children will be encouraged to independently blow their noses and tidy the classroom after play sessions. Children will be encouraged to independently take off and put on their own coats. Children will be encouraged to independently take off and put on their shoes and socks following sand play. Children will be encouraged to independently put on and take off wet suits and wellington boots for outdoor activities. Children will be encouraged to independently put on, take off and put away aprons. Children will be encouraged to taste different fruits and vegetables at snack time and set up and clear away after themselves.</p>		<p>Building Relationships Staff available to guide the children during their provision play, supported to share and take turns when needed. Use the dojo and sticker system to reward and sanction. Take part in worship sessions that focus on building friendships through following Jesus' messages. Begin to take part in whole school assemblies to learn about God's messages.</p>			
<p>Speaking Engage in focused group activities offering their own ideas, using recently introduced vocabulary. Engage in focused group activities offering 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 past, present and future tenses.</p>							
LITERACY			MATHEMATICS				
<p>Comprehension Story focused learning including traditional tales, topic or themed stories and Nonfiction books. Develop and re-visit the story through small word and role play. Engage in poems, songs and dance activities connected with the story/ theme. Whole class freeze play and hot seating activities. Use IT to enhance understanding and engagement with key stories. Encourage the children to talk about the story using newly introduced vocabulary. Add some key vocabulary to our bottle display. Add key vocabulary to enhance provision play areas. Use class challenges to encourage children to participate in story lead learning. Send home QR codes for picture book enjoyment.</p>			<p>Use Lancashire planning document that correspond with the learning and progression steps (LAPS) for EYFS.</p> <ul style="list-style-type: none"> Counting and comparing. Partitioning and understanding part-whole Understanding teen numbers. Distance (length, height, width) Mass/weight and capacity/volume Shape and sorting Addition Subtraction Halving and doubling Number sense 				
<p>Reading Recognize and name half of the level 3 three letter sounds j, v, w, x, z, zz, y, qu, sh, ch, th, ng Confidently blend sounds orally to guess and word Begin to read cvc words with the sounds they know.</p>		<p>Writing Begin to form ladder letter shapes on paper. Starting and finishing in the correct place. Confidently segment a word into sounds. Begin to write cvc words with the sounds they know. Continue with guided writing books to show progression in mark making/ initial labels.</p>					
EAD			UNDERSTANDING THE WORLD				

Creating with Materials

Access to the creative area with a range of resources for children to explore their own creative interests and ideas.
Encourage the children to experiment with cutting, paper carefully and joining activities. Print with a range of soft and hard materials. Use roller to print from found objects.
... Support when needed. Question their thoughts and ideas. Encourage the children to think of their own ideas
Focus stories for role play and enjoyment will be linked to topic of choice - please see half termly overviews for more detailed planning and outline of topic areas.
Artwork and mixed media creations to link to topics

Being imaginative and Expressive

Small world area equipped with a range of resources to provoke independent child-initiated play and opportunities to retell class stories. Use and discuss
Join in with rhymes and songs. My Little book of nursery rhymes focus 'Mary had a little Lamb' Rotated Music sessions with Mr. Gallagher. Songs about new life and spring.

Past and Present

What's changed at Halsall St Cuthbert's? Look at some past photographs of our school, does it look different? Our school then and now. Looking at photographs from then and now.

People, Communities and culture

What can you find in Halsall?
Exploring our school grounds Forest school Bishops walk. *Visitor link - School gardener, Forest school Leader
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

The Natural World

Plants, growing, new life. Thinking question- **How does your garden grow?** Explore the natural world around them, making observations and drawing pictures of animals and plants. PSTT Story provision map- Christopher Nibble - Christopher Middleton

Class L - EYFS Reception Long Term Objectives



Objectives Covered During Spring 2 March- May

RELIGIOUS EDUCATION	PSED	PHYSICAL DEVELOPMENT				
<p>Friends Pupils will know and understand we can make friends. Pupils will know and understand that Jesus had good friends. What Jesus tells us about Friendship.</p> <p>Friends (continued) Pupils will know and understand we can make friends. Pupils will know and understand that Jesus had good friends. What Jesus tells us about Friendship.</p> <p>EASTER Pupils will know and understand that spring is a time when things begin to grow. Pupils will know and understand Lent - a time to grow in love to be more like Jesus and to look forward to Easter.</p>	<p>Self - Regulation</p> <p>Talk about the actions of good guys and bad guys in superheroes and villains.</p> <p>Remind children of our rules for appropriate indoor and outdoor behaviour.</p> <p>Use visual cues to support children when sitting and listening during carpet time.</p> <p>Use the dojo and sticker system to reward and sanction.</p> <p>Work in key groups with key worker.</p> <p>Join in with focused group activities.</p> <p>Join in with NELI sessions.</p> <p>Be supported to use jigsaws and simple card/ board games in the environment</p> <p>Join in with challenges within the provision, adults to continue to provide support and guidance where needed and encouragement to participate.</p> <p>Managing Self</p> <p>Introduce and make observations of the three active learning characters. Victorian school rules and punishments.</p> <p>Our school rules today.</p> <p>Children will be encouraged to independently use the toilets and wash their hands.</p> <p>Children will be encouraged to independently blow their noses and tidy the classroom after play sessions. Children will be encouraged to independently take off and put on their own coats.</p> <p>Children will be encouraged to independently take off and put on their shoes and socks following sand play.</p> <p>Children will be encouraged to independently put on and take off wet suits and wellington boots for outdoor activities. Children will be encouraged to independently put on, take off and put away aprons.</p> <p>Children will be encouraged to taste different fruits and vegetables at snack time and set up and clear away after themselves</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%; text-align: center;">Gross Motor</th> <th style="width: 50%; text-align: center;">Fine Motor</th> </tr> <tr> <td style="vertical-align: top;"> <p>Weekly PE session in the hall or outdoor area to teach fundamental skills. Busy classroom environment with free flow to the outdoor space.</p> <p>Outdoor area providing different surfaces.</p> <p>Adults to support when needed the use of the areas and equipment to... Use of balance bikes and large bikes outdoors.</p> <p>Use of prams and space hoppers and balance snake.</p> <p>Use of balancing planks and crates.</p> <p>Fill and carry buckets from the water tap.</p> <p>Sweep the outdoor area using brushes.</p> <p>Use large construction equipment indoors and outdoors.</p> <p>Music and movement sessions to support land enhance learning.</p> </td> <td style="vertical-align: top;"> <p>_Begin to form robot arm letter shapes on paper.</p> <p>Starting and finishing in the correct place. Daily dough disco sessions and use of clay within provision.</p> <p>Funky fingers activities.</p> <p>Large outdoor water painting.</p> <p>Pencil / wand ribbons</p> <p>Woodwork area</p> <p>Threading activities</p> <p>Creative area with scissors.</p> <p>Paints available with a range of brushes.</p> <p>Waterplay pouring, tipping activities.</p> <p>Sand area for digging and filling.</p> <p>Dress up area and clothes for the dolls.</p> <p>Weeding and watering in our planting area.</p> <p>A range of small world equipment.</p> <p>A range of construction kits.</p> <p>Drawing superheroes in a comic book style.</p> </td> </tr> </table>	Gross Motor	Fine Motor	<p>Weekly PE session in the hall or outdoor area to teach fundamental skills. Busy classroom environment with free flow to the outdoor space.</p> <p>Outdoor area providing different surfaces.</p> <p>Adults to support when needed the use of the areas and equipment to... Use of balance bikes and large bikes outdoors.</p> <p>Use of prams and space hoppers and balance snake.</p> <p>Use of balancing planks and crates.</p> <p>Fill and carry buckets from the water tap.</p> <p>Sweep the outdoor area using brushes.</p> <p>Use large construction equipment indoors and outdoors.</p> <p>Music and movement sessions to support land enhance learning.</p>	<p>_Begin to form robot arm letter shapes on paper.</p> <p>Starting and finishing in the correct place. Daily dough disco sessions and use of clay within provision.</p> <p>Funky fingers activities.</p> <p>Large outdoor water painting.</p> <p>Pencil / wand ribbons</p> <p>Woodwork area</p> <p>Threading activities</p> <p>Creative area with scissors.</p> <p>Paints available with a range of brushes.</p> <p>Waterplay pouring, tipping activities.</p> <p>Sand area for digging and filling.</p> <p>Dress up area and clothes for the dolls.</p> <p>Weeding and watering in our planting area.</p> <p>A range of small world equipment.</p> <p>A range of construction kits.</p> <p>Drawing superheroes in a comic book style.</p>
Gross Motor	Fine Motor					
<p>Weekly PE session in the hall or outdoor area to teach fundamental skills. Busy classroom environment with free flow to the outdoor space.</p> <p>Outdoor area providing different surfaces.</p> <p>Adults to support when needed the use of the areas and equipment to... Use of balance bikes and large bikes outdoors.</p> <p>Use of prams and space hoppers and balance snake.</p> <p>Use of balancing planks and crates.</p> <p>Fill and carry buckets from the water tap.</p> <p>Sweep the outdoor area using brushes.</p> <p>Use large construction equipment indoors and outdoors.</p> <p>Music and movement sessions to support land enhance learning.</p>	<p>_Begin to form robot arm letter shapes on paper.</p> <p>Starting and finishing in the correct place. Daily dough disco sessions and use of clay within provision.</p> <p>Funky fingers activities.</p> <p>Large outdoor water painting.</p> <p>Pencil / wand ribbons</p> <p>Woodwork area</p> <p>Threading activities</p> <p>Creative area with scissors.</p> <p>Paints available with a range of brushes.</p> <p>Waterplay pouring, tipping activities.</p> <p>Sand area for digging and filling.</p> <p>Dress up area and clothes for the dolls.</p> <p>Weeding and watering in our planting area.</p> <p>A range of small world equipment.</p> <p>A range of construction kits.</p> <p>Drawing superheroes in a comic book style.</p>					
COMMUNICATION AND LANGUAGE						
<p>Listening, Attention and Understanding</p> <p>NELI sessions</p> <p>Encourage children to listen attentively and respond to what they hear with relevant comments, when being read to and during whole class discussions and small group interactions.</p> <p>Children will be encouraged to make comments about their learning to clarify their understanding.</p> <p>Children will be encouraged to chat with their peers in a friendly environment. Adults available to support children during provision time.</p> <p>Speaking</p> <p>Engage in focused group activities offering their own ideas, using recently introduced vocabulary.</p> <p>Engage in focused group activities offering explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using past, present and future tenses.</p>	<p>Building Relationships</p> <p>Staff available to guide the children during their provision play, supported to share and take turns when needed. Use the dojo and sticker system to reward and sanction.</p> <p>Key group time in a morning</p> <p>Take part in worship sessions that focus on building friendships through following Jesus' messages.</p> <p>Begin to take part in whole school assemblies to learn about God's messages.</p>					
LITERACY	MATHEMATICS					
<p>Comprehension</p> <p>Story focused learning including traditional tales, topic or themed stories and Non fiction books.</p> <p>Develop and re-visit the story through small word and role play. Engage in poems, songs and dance activities connected with the story/ theme. Whole class freeze play and hot seating activities. Use IT to enhance understanding and engagement with key stories. Encourage the children to talk about the story using newly introduced vocabulary. Add some key vocabulary to our bottle display. Add key vocabulary to enhance provision play areas. Use class challenges to encourage children to participate in story lead learning. Send home QR codes for various picture book enjoyment.</p> <p>Reading</p> <p>Recognise and name all of the phase three letter digraphs and trigraphs j, v, w, x, y, z, zz, qu, sh, ch, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</p> <p>Independently read CVC words using the sounds they know Recognise and read phase three tricky words.</p> <p>he, she, we, me, be, my, was, you, they, are, her, all</p>	<p>Writing</p> <p>Begin to form robot arm letter shapes on paper. Starting and finishing in the correct place.</p> <p>Independently write CVC words using the sounds they know</p>	<p>Use Lancashire planning document that correspond with the learning and progression steps (LAPS) for EYFS.</p> <ul style="list-style-type: none"> • Counting and comparing. • Partitioning and understanding part-whole Understanding teen numbers. • Distance (length, height, width) Mass/weight and capacity/volume • Shape and sorting • Addition Subtraction • Halving and doubling • Number sense 				

EAD

UNDERSTANDING THE WORLD

Creating with Materials

Being imaginative and Expressive

Past and Present

People, Communities and culture

The Natural World

Access to the creative area with a range of resources for children to explore their own creative interests and ideas.
Encourage the children to experiment with cutting, paper carefully and joining activities. Create by weaving materials i.e. grass through twigs. Make skeleton pictures Fold, crumple, tear and overlap papers using fluorescent colours. Design and make superhero masks and capes.
Independently use the creative area.
Adults to ... Support when needed. Question their thoughts and ideas. Encourage the children to think of their own ideas
Focus stories for role play and enjoyment will be linked to topic of choice - please see half termly overviews for more detailed planning and outline of topic areas.
Artwork and mixed media creations to link to topics.

Small world area equipped with a range of resources to provoke independent child-initiated play and opportunities to retell class stories.
Introduce Tales toolkit problem and solution symbols Join in with rhymes and songs. Insy Winsy spider. Doctor foster. Ring a ring a roses. One, two buckle my shoe Weekly Charranga music sessions Superhero songs Easter and Spring time songs. Mothers day song HYMNS L.E.N.T Lent

Who is the King? Important People in our Country Kings and Queens then and now.
*Various non-fiction texts and video clips Understand the past through settings, characters and events encountered in books read in class and storytelling

Where is our capital city? Exploring at a map of England to find London. MFL link- What is the capital of France? 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) map

Changing states of matter - Does it melt? · Understand some important processes and changes in the natural world around them, including the seasons and changing states

Objectives Covered During Summer 1 April - May



RELIGIOUS EDUCATION		PSED		PHYSICAL DEVELOPMENT	
<p>SPECIAL PLACES Learn about places of worship from around the world. Talk about church and why people worship in church. Walk to our church and explore the grounds. Learn about the role of our reverend in church and school.</p> <p>PRAYER Children listen to prayers from Lions' book of prayer. Create our own prayer book and practice gratitude.</p>	<p>Self - Regulation Discuss the story 'Feelings'. Talk about things that make them happy and sad. Remind children of our rules for appropriate indoor and outdoor behavior when needed. Use visual cues to support children when sitting and listening during carpet time. Use the to reward and sanction. Work in key groups with key worker. Join in with focused group activities. Join in with dojo and sticker system sessions. Independently use jigsaws and simple card/ board games in the environment Join in with challenges within the provision, adults to allow the children to complete these independently.</p>		<p>Gross Motor Weekly PE session in the hall or outdoor area to teach fundamental skills. Busy classroom environment with free flow to the outdoor space. Outdoor area providing different surfaces. Adults to encourage independence when using the areas and equipment to... Use of balance bikes and large bikes outdoors. Use of prams, space hoppers and balance snake. Use of balancing planks and crates. Fill and carry buckets from the water tap. Sweep the outdoor area using brushes. Use large construction equipment indoors and outdoors. Music and movement sessions to support land enhance learning.</p>		<p>Fine Motor _Begin to form zigzag monster letter shapes on paper. Starting and finishing in the correct place. Daily dough disco sessions and use of clay within provision. Funky fingers activities. Large outdoor water painting. Pencil / wand ribbons Woodwork area Threading activities Creative area with scissors. Paints available with a range of brushes. Waterplay pouring, tipping activities. Sand area for digging and filling. Dress up area and clothes for the dolls. Weeding and watering in our planting area. A range of small world equipment. A range of construction kits. Drawing minibeasts to include body, head, legs and wings.</p>
<p>COMMUNICATION AND LANGUAGE</p>		<p>Building Relationships Staff to stand back and allow the children to independently share and take turns during their provision play, Intervene only when necessary. Take part in worship sessions that focus on building friendships through following Jesus' messages Take part in whole school assemblies to learn about God's messages. Learn about Jesus' friends and discuss why friends are special.</p>			
<p>Listening, Attention and Understanding Dojo and sticker system sessions Encourage children to listen attentively and respond to what they hear with relevant questions, when being read to and during whole class discussions and small group interactions. Children will be encouraging to ask questions about their learning to clarify their understanding. Children will hold conversations with their peers happily in the environment. Adults available to support children when needed during provision time.</p>		<p>Managing Self Introduce and make observations of the three critical thinking characters. Write a list of rules for the mean stalk to follow. Children will independently use the toilets and wash their hands. Children will independently blow their noses and tidy the classroom after play sessions. Children will independently take off and put on their own coats. Children will independently take off and put on their shoes and socks following sand play. Children will independently put on and take off wet suits and wellington boots for outdoor activities. Children will independently put on, take off and put away aprons. Children will be encouraged to taste different fruits and vegetables at snack time and independently set up and clear away after themselves. Children will grow their own fruits and vegetables and discuss healthy and unhealthy food choices. Children will taste their home grown products.</p>			
<p>Speaking Engage in whole class activities offering their own ideas, using recently introduced vocabulary. Engage in whole class activities offering 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 conjunctions, with modelling and support from their teacher.</p>					
<p align="center">LITERACY</p>			<p align="center">MATHEMATICS</p>		
<p>Comprehension Story focused learning including traditional tales, topic or themed stories and Nonfiction books. Develop and re-visit the story through small word and role play. Engage in poems, songs and dance activities connected with the story/ theme. Whole class freeze play and hot seating activities. Use IT to enhance understanding and engagement with key stories. Encourage the children to talk about the story using newly introduced vocabulary. Add some key vocabulary to our bottle display. Add key vocabulary to enhance provision play areas. Use class challenges to encourage children to participate in story lead learning. Send home QR codes for various picture book enjoyment.</p>			<p>_Use Lancashire planning document that correspond with the learning and progression steps (LAPS) for EVFS.</p> <ul style="list-style-type: none"> • Counting, comparing and ordering • Understanding part - whole addition and subtraction • Fractions Distance (length, height, width) • Weight Capacity/volume and money • Shape and sorting • Time Space Money and sorting • Number sense • Addition and subtraction 		
<p>Reading Begin to use these sounds when reading Begin to use these sounds when writing. Begin to read simple sentences using the sounds they know. Begin to recognize these tricky words in reading books. Begin to use these tricky words in their writing</p>		<p>Writing Begin to form curly caterpillar letter shapes on paper. Starting and finishing in the correct place. Begin to write simple sentences using the sounds they know.</p>			

EAD**UNDERSTANDING THE WORLD****Creating with Materials**

Access to the creative area with a range of resources for children to explore their own creative interests and ideas.

Encourage the children to experiment with cutting, paper, card and joining activities.

Use a variety of colours to paint a butterfly Paint a large minibeast, using colour-mixing techniques. Look at natural patterns on tree bark, spider's web etc. Make observational drawings and mixed media creations linked to current topic.

Independently use the creative area.

Adults to ... Encourage independence Question their ideas and next steps. Question processes to achieve results and how to improve their work.

Focus stories for role play and enjoyment will be linked to topic of choice - please see half termly overviews for more detailed planning and outline of topic areas.

Artwork and mixed media creations to link to topics.

Being imaginative and Expressive

Small world area equipped with a range of resources to provoke independent child-initiated play and opportunities to retell class stories.

Use Tales toolkit to create their own stories.

Join in with rhymes and songs. Mary, Mary Alphabet song Mary had a little lamb. First the farmer, ladybird etc.

HYMNS If I were a butterfly. Lady bird, do you know who made you. The Holy Spirit fills me up.

Past and Present

How did they travel long ago? Transport then and now *Various non-fiction texts and video clips Know some similarities and differences between things in the past and now, drawing on their experiences and what ha

People, Communities and culture

Where do Sea creatures live? Oceans - Sea life Can we name the oceans where sea creatures live? 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.

The Natural World

Materials PSTT Story provision map- Dinosaurs day out Nick Sharratt Rosie's Hat - Julia Donaldson The Three Little Pigs - Ladybird First readers

Objectives Covered During Summer 2 May- July



RELIGIOUS EDUCATION	PSED		PHYSICAL DEVELOPMENT	
<p>SPECIAL TIMES</p> <p>Pupils will know and understand what a celebration is. Pupils will know and understand how the parish family celebrate. Pupils will acquire the skills of assimilation, celebration and application of the above. Pupils will know and understand how and why people gather together. Pupils will know and understand the joy of gathering together to celebrate at Mass Pupils will acquire the skills of assimilation, celebration and application of the above.</p>	<p>Self - Regulation</p> <p>Talk about the behavior of good and bad pirates. Remind children of our rules for appropriate indoor and outdoor behavior when needed. Use visual cues to support children when sitting and listening during carpet time. Use the behavior rocket to reward and sanction. Work in key groups with key worker. Join in with focused group activities. Join in with dojo and sticker system sessions. Independently use jigsaws and simple card/ board games in the environment Join in with challenges within the provision, adults to allow the children to complete these independently.</p>		<p>Gross Motor</p> <p>Weekly PE session in the hall or outdoor area to teach fundamental skills. Busy classroom environment with free flow to the outdoor space. Outdoor area providing different surfaces. Adults to encourage independence when using the areas and equipment to... Use of balance bikes and large bikes outdoors. Use of prams, space hoppers and balance snake. Use of balancing planks and crates. Fill and carry buckets from the water tap. Sweep the outdoor area using brushes. Use large construction equipment indoors and outdoors. Music and movement sessions to support land enhance learning.</p>	
<p>COMMUNICATION AND LANGUAGE</p> <p>Listening, Attention and Understanding</p> <p>Dojo and sticker system sessions Encourage children to listen attentively and respond to what they hear with relevant questions, when being read to and during whole class discussions and small group interactions. Children will be encouraged to ask questions about their learning to clarify their understanding. Children will hold conversations with their peers happily in the environment. Adults available to support children when needed during provision time</p>	<p>Managing Self</p> <p>Look at a Mr men and Little miss characteristic of learning. Introduce and make observations of the three critical thinking characters. Introduce rules for keeping safe on our trip to the farm or beach. Discuss water safety. Discuss sports day rules and appropriate / fair behaviour. Children will independently use the toilets and wash their hands. Children will independently blow their noses and tidy the classroom after play sessions. Children will independently take off and put on their own coats. Children will independently take off and put on their shoes and socks following sand play. Children will independently put on and take off wet suits and wellington boots for outdoor activities. Children will independently put on, take off and put away aprons. Children will be encouraged to taste different fruits and vegetables at snack time and independently set up and clear away after themselves. Children will grow their own fruits and vegetables and discuss healthy and unhealthy food choices. Children will taste their home grown products. Children will find out about the importance of drinking water.</p>		<p>Fine Motor</p> <p>_Begin to form zigzag monster letter shapes on paper. Starting and finishing in the correct place. Daily dough disco sessions and use of clay within provision. Funky fingers activities. Large outdoor water painting. Pencil / wand ribbons Woodwork area Threading activities Creative area with scissors. Paints available with a range of brushes. Waterplay pouring, tipping activities. Sand area for digging and filling. Dress up area and clothes for the dolls. Weeding and watering in our planting area. A range of small world equipment. A range of construction kits</p>	
<p>Speaking</p> <p>Engage in whole class activities offering their own ideas, using recently introduced vocabulary. Engage in whole class activities offering 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 conjunctions, with modelling and support from their teacher</p>	<p>Building Relationships</p> <p>Staff to stand back and allow the children to independently share and take turns during their provision play, Intervene only when necessary. Use the to reward and sanction. Key group time in a morning Daily contact with parents during drop off and pick up times. Provision time with adults knowing when to interact and stay away. Take part in worship sessions that focus on building friendships through following Jesus' messages Take part in whole school assemblies to learn about God's messages. Learn about Jesus' friends and discuss why friends are special.</p>			
LITERACY		MATHEMATICS		
<p>Comprehension</p> <p>Story focused learning including traditional tales, topic or themed stories and Nonfiction books. Develop and re-visit the story through small word and role play. Engage in poems, songs and dance activities connected with the story/ theme. Whole class freeze play and hot seating activities. Use IT to enhance understanding and engagement with key stories. Encourage the children to talk about the story using newly introduced vocabulary. Add some key vocabulary to our vocab display. Add key vocabulary to enhance provision play areas. Use class challenges to encourage children to participate in story lead learning. Send home QR codes for various picture book enjoyment.</p>		<p>_Use Lancashire planning document that correspond with the learning and progression steps (LAPS) for EYFS.</p> <ul style="list-style-type: none"> • Counting, comparing and ordering • Understanding part - whole addition and subtraction • Fractions Distance (length, height, width) • Weight Capacity/volume and money • Shape and sorting • Time Space Money and sorting • Number sense • Addition and subtraction 		
<p>Reading</p> <p>Confidently use these sounds when reading. Confidently use these sounds when writing. Independently read simple sentences with the sounds they know. Confidently recognize these tricky words in reading books. Confidently use these tricky words in their writing</p>	<p>Writing</p> <p>Begin to form zigzag monster letter shapes on paper. Starting and finishing in the correct place. Children write own simple sentences. Independently read simple sentences with the sounds they know.</p>			

EAD**Creating with Materials**

_Access to the creative area with a range of resources for children to explore their own creative interests and ideas.

Encourage the children to experiment with cutting, paper, card and joining activities.

Explore textured paint by adding sand. Make father's day cards.

Independently use the creative area.

Adults to ... Encourage independence Question their ideas and next steps. Question processes to achieve results and how to improve their work.

Focus stories for role play and enjoyment will be linked to topic of choice - please see half termly overviews for more detailed planning and outline of topic areas.

Artwork and mixed media creations to link to topics.

Being imaginative and Expressive

Small world area equipped with a range of resources to provoke independent child-initiated play and opportunities to retell class stories.

Use Tales toolkit to create their own stories.

Join in with rhymes and songs. Jack and Jill Rain, rain

Row, row, row your boat. I can sing a rainbow. Old Mc Donald

Weekly Charranga music sessions

Sing song for carnival and strawberry teas

Use instruments to make sounds.

Make a storm using musical instruments. Know how to make sounds louder or quieter.

UNDERSTANDING THE WORLD**Past and Present**

Where did people holiday long ago? Holidays past and present. *Various non-fiction texts and video clips

Understand the past through settings, characters and events encountered in books read in class and storytelling

People, Communities and culture

Who has been on an aeroplane? Holidays around the world- other countries. *Visitor link- air hostess

Virgin Atlantic 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.

The Natural World

Animals in my garden Explore the natural world around them, making observations and drawing pictures of animals and plants. PSTT Story provision map- Dear Zoo- Rod Campbell The Rainbow Fish - Marcus Pfister The Ugly Five - Julia Donaldson & Axel Sheffler The Very Hungry Caterpillar - Eric Carle Nursery Rhyme - Incy Wincy