

St. Martin's Early Years Foundation Stage Intent, Implementation and Impact.

Here at St. Martin's, we 'serve one another in love' this means that in our Early Years Unit everyone is treated with respect and kindness and we aim to work together, harmoniously in order to build firm foundations for learning and life.

We work closely with Parents and Carers to build trusting, respectful relationships where every child flourishes.

Intent

Our intent is to encourage children to reach their highest potential through hands-on real-life experiences that reflect our beautifully diverse communities in the UK, whilst developing a knowledge of the wider world.

We make the most of life on the Yorkshire Coast by utilising the locality and natural resources and experiences as much as possible.

Implementation

Children have access to the whole breadth of the EYFSP which is implemented through rich, high-quality resources and experiences provided within our large indoor and outdoor classrooms. Children work one to one and in small groups when focussing on enhancing core skills such as speaking and listening. Children access the *Little Wandle* phonics programme and Jane Considine's *The Write Stuff strategies*. In maths children are encouraged to develop deep understanding of numbers by focusing on the *NCTEM mastery maths programme*. In RE we use the *Leeds and York Syllabus* support and *Understanding Christianity* materials as starting points for making connections to our own lives and learning about others.

Children work on developing the *characteristics for effective learning* through self-directed exploration.

We use early identification to assess additional needs and work closely with our bespoke *Speech and Language team and SENCO*.

We have a dedicated team of highly trained partitioners who facilitate learning for every child in our setting.

Outreach work includes working with pre-school settings to ensure high expectations and smooth transitions, training student teachers and mentoring. Working with local churches and charities in Scarborough and working with other schools along the Yorkshire Coast.

We are always learning and relish the opportunities to work on research-based projects with local universities.

Impact

When children take their next steps into Year One they are equipped with the skills necessary to access the National Curriculum and have firm underpinnings to achieve their personal next steps.

Children feel happy in school and know who their trusted adults are. Children communicate freely and have found areas of learning they genuinely enjoy and are intrigued by. Practitioners know and understand each child well to ensure smooth transitions for further learning.

Characteristics of Effective Learning

Playing and exploring: Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Over Arching Principles

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates. We identify individual needs quickly and strive to effectively support all learners.

PLAY: *At St. Martin’s School our Reception class understands the importance of play. It underpins learning and all aspects of children’s development. Through our carefully designed provision, children will learn through play and develop many skills including, language skills, emotions, creativity, social and intellectual skills. It is important for children to develop their independent skills when learning through play and for most children this comes naturally, although there are some children who may need extra support from adults. Our setting at St. Martin’s School allows all children to explore and discover their environment indoors and outdoors. They are able to practise new ideas and skills, take risks, show imagination and solve problems independently and with others. The role of the adult is crucial in supporting children in meeting their next steps. Our adults provide time and space and appropriate resources for children to extend their own interests and inspire others. We observe the children, support their play and exploration and showing good listening skills, modelling our Christian Values throughout the day. In our school play provides safe but challenging environments that supports and extends learning and development of all children.*

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p>OVERVIEW</p>	<p>As we take children from a wide variety of pre-school settings our first few weeks focusses on children's confidence in the setting and settling in sessions. During the first week children will build up their time in the setting. Firstly, attending morning or afternoon sessions and then building up to include lunch and eventually whole day sessions. During this time children will take part in small group sessions, getting to know the school and the classroom. Children will be supported to access core provision, where we will focus on children's personal and social needs, levels of engagement and characteristics for effective learning. Our setting reflects the experiences children have had in pre-school, both indoors and outdoors. Practitioners will work with children and alongside to build positive, trusting relationships. Baseline assessments take place.</p>		<p>As we enter the spring term the children are far more confident in the setting. Relationships are developing well and children are flourishing. Children who may still need additional support have been identified and are supported as necessary. The provision reflects the skills we wish children to develop through our well planned curriculum. We aim to explore further and also include new inspirations for enhancing knowledge and understanding further. Children who are showing the characteristics for effective learning are showing the above behaviours. Children are accessing both the provision well, showing focus, setting goals, making choices and showing perseverance.</p>		<p>As we enter the summer term the children are mostly accessing the setting fully and independently. Where children need additional support, this has been implemented and the impact is being measured. Any adjustments that need to be made are in place and systematically reviewed. Relationships are collaborative and children have a range of skills that they are able to use in order to communicate with each other and solve everyday problems and minor conflicts. The provision reflects the skills we wish children to develop through our well-planned curriculum. We aim to explore further and also include new inspirations for enhancing knowledge and understanding further. Children are accessing both the provision well, showing focus, setting goals, making choices and showing perseverance. Children know what their next steps are and are eager to achieve them. Lots of conversations and planning is in place in order for children to begin transitions into Year One. Year One practitioners are interacting with the children in EYFS. Summer assessments are finalised and shared.</p>	
<p>THEME</p> <p>These themes may be adapted at various points to allow for children's interests to flow through the provision.</p>	<p><u>New Beginnings</u></p> <ul style="list-style-type: none"> • New routines • Building relationships • Uniqueness 	<p><u>Light</u></p> <ul style="list-style-type: none"> • Dwalli • Christmas • Bonfire night • Communities and celebrations 	<p><u>We are Healthy and Safe</u></p> <ul style="list-style-type: none"> • Healthy lifestyles including eating, teeth, sleep. • Road safety, safety online • Pantosarus (NSPCC) 	<p><u>Our Super Celebrations</u></p> <ul style="list-style-type: none"> • New life (life cycles) • The Easter story 	<p><u>Plants and Animals</u></p> <ul style="list-style-type: none"> • Seasons • Planting • Mini Beasts • Habitats 	<p><u>This is Our Community</u></p> <ul style="list-style-type: none"> • Local environment, • maps • Beach • Farmland • Different countries
	<p>In this topic PSED is the main learning focus. Children will have stepping stones to RE.</p>	<p>In this topic UW is the main learning focus. Children will have stepping stones to RE and History.</p>	<p>In this topic PSED is the main learning focus. Children will have stepping stones to Science and Computing.</p>	<p>In this topic UW is the main learning focus. Children will have stepping stones to RE and History.</p>	<p>In this topic UW is the main learning focus. Children will have stepping stones to Science.</p>	<p>In this topic UW is the main learning focus. Children will have stepping stones to Geography.</p>
<p>KEY VOCABULARY</p>	<p>Settling in, belonging, school, Speech Links listening strategies, St.</p>	<p>Dwalli, bonfire night, Jesus, Christmas Story (key Christian names), nativity,</p>	<p>Health, healthy, choices, routines, teeth, toothpaste, effective,</p>	<p>New life, life cycle, butterflies, caterpillars, frogs, froglets, tadpoles,</p>	<p>Plants (names of different plants), seeds, soil, water, grow, pots, care, seasons,</p>	<p>Transition, moving on, new challenges, resilience. Beach terminology including</p>

<p>At St. Martin's school our children receive an enriching and widening vocabulary through adult led sessions and child-initiated activities. We carefully choose a wide range of books to develop children's vocabulary further. We encourage learning about society and inclusivity, by modelling correct vocabulary when describing religion, languages spoken, pronunciation of names and special events. Our early years children will enhance their ecological awareness by using key vocabulary of the natural world.</p>	<p>Martin's, routines-classroom, toilet, hall, outside classroom, lunch time, worship, line up, washing hands, cloak room, group time, carpet time, staff names, free flow, carpet area, families, North and South Bay, unique, relationships.</p>	<p>celebrations, communities, safety, fire, fireworks, presents, light, God, trees, star, giving, receiving, gifts.</p>	<p>dentist, exercise, clean, sweat, heart, healthy food vocabulary including naming fruits and vegetables, unhealthy, physical health, mental health, wellness, screen time, calm, road safety, stop, look, listen, safe, police, privacy, consent.</p>	<p>families, traditions, church, celebrations, marriage, baptism, belonging, special, Easter, cross, crucifixion, resurrection, birthday, born, past, present.</p>	<p>autumn, winter, spring, summer, changes, leaves, flowers, stem, mini beasts, insects (names of different insects), habitats, animals, care, natural, environment.</p>	<p>sand, rock, sea, North Sea, rock pools, crabs, seaweed, rock pool creature names, material descriptions, bird names, recycling and coastal care, maps, key features land and sea, farmland, town centre.</p>
<p>Core Texts</p>	<p>Elmer by Davide McKee</p>	<p>Refuge by Anne Booth</p>	<p>Pants by Giles Andrea and Nick Sharratt</p>	<p>The Very Hungry Caterpillar by Eric Carle</p>	<p>Super Worm By Julia Donaldson</p>	<p>The Wide, Wide Sea by Anna Wilson</p>
<p>Core Rhymes and Songs</p>	<p>Incy Wincey Spider Twinkle Twinkle Little Star Heads, Shoulders, Knees and Toes</p>	<p>Poetry Basket</p>	<p>Poetry Basket</p>	<p>Poetry Basket</p>	<p>Poetry Basket</p>	<p>Poetry Basket</p>
<p>Literacy Focus Texts</p> <p>In Blossom Class we love to read. In the provision we have lots of fiction and non-fiction books available for all the children to access at any times throughout the day. Our wide variety of books support diversity and celebrates different cultures, faiths and religions. We have a reading den which the children can always access throughout the day.</p>	<p>I Can Only Draw Worms by Will Mabbitt The Worry Monster by Rosie Greening</p>	<p>Little Glow Katie Sahota The Jolly Christmas Postman by Janet and Allan Ahlberg</p>	<p>Oliver's Fruit Salad by Vivian French and Alison Barlett Why Should I brush my Teeth and Why Should I Sleep? Usborne Collection On The Way Home by Jill Murphy</p>	<p>Rosa Explores Life Cycles By Jessica Spanyol The Easter Story told in the Usborn Illustrated Children's Bible</p>	<p>Sun by Sam Usher Rain by Sam Usher Non-fiction books focusing on planting Errol's Garden by Gillian Hibbs</p>	<p>Non-fiction Local Area focusing on maps The Snail and The Whale by Julia Donaldson Lucy and Tom at the Seaside</p>

<p>ENRICHMENT OPPORTUNITIES / KEY EVENTS</p>	<p>Harvest time Autumn walks Church visit</p>	<p>Bonfire Night/Firefighter visit Diwali Remembrance Day Children in Need Christmas celebrations Theatre trip Church visit</p>	<p>Chinese New Year Police and dentist visit Valentine's Day Internet Safety Day Prayer Walk</p>	<p>Easter celebrations Mother's Day Science week Baking Church visit</p>	<p>Green Finger's Family Day Visit to the Shuttleworth Gardens</p>	<p>Visit to South Bay World Environment Day Summer Fair Father's Day Sports Day Church visit Transitions to Year One</p>
<p>OUR BRITISH VALUES</p> <p>Throughout the year we develop children's knowledge and understanding of all our British values. Each half term we focus on one British value to deepen children's knowledge and understanding further.</p>	<p><u>Mutual respect</u></p> <p>We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are respected and celebrated.</p>	<p><u>Mutual Tolerance</u></p> <p>Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.</p>	<p><u>Rule of law</u></p> <p>We learn about school rules and think about how we follow them. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p>	<p><u>Individual liberty</u></p> <p>We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p><u>Democracy</u></p> <p>We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p><u>Recap all British Values</u></p> <p>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain - valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
<p>ASSESSMENT OPPORTUNITIES</p>	<p>Baseline assessments Little Wandle Maths</p>	<p>End of term assessments Little Wandle Maths</p>	<p>On-going assessments Little Wandle Maths</p>	<p>End of term assessments Little Wandle Maths</p>	<p>On-going assessments Little Wandle Maths</p>	<p>End of term assessments Little Wandle Maths Reports</p>
<p>PARENTAL INVOLVEMENT</p>	<p>Celebration Worships Connect parents on Dojo Reading evening</p>	<p>Celebration Worships Dojo learning Parents evenings Christmas Fair Christmas Nativity</p>	<p>Celebration Worships Dojo learning</p>	<p>Celebration Worships Dojo learning Parents evenings Easter events</p>	<p>Celebration Worships Dojo learning Green Fingers Day</p>	<p>Celebration Worships Dojo learning Summer Fair Transition days Meet the new teachers New starter parent meeting</p>

<p>COMMUNICATION AND LANGUAGE</p> <p>We celebrate multilingualism.</p> <p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, carpet times, PSHE times, daily stories, daily rhyme time, speech and language interventions, EYFS productions and workshops.</p> <p>At St. Martin's school we use the Speech Links Listening strategy to support children in developing good listening skills understanding why it is important to listen to others.</p> <p>We work closely with our on site Speech and Language Therapist to quickly identify any additional needs and support them effectively.</p>	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> <p>(Development Matters, 2021)</p>					
<p>Settling activities, making new friends, learning new routines.</p> <p>Children can start to talk about experiences and people special to them through pictures and books.</p> <p>Children become familiar with new phases, rhymes, songs and poems.</p> <p>Children learn new vocabulary and begin to use vocabulary throughout the day (Self register, lunch time, home time, phonics, toilet, break time, free flow, literacy, maths etc).</p> <p>Introducing the School Prayer and Worships.</p> <p>We will introduce our Speech Links listening strategies, explicitly modelling and teaching good speaking and listening skills.</p>	<p>Continue developing relationships with peers develop social phrases.</p> <p>Developing listening skills following our speech links. Taking part in discussions listening carefully and understanding why listening is important.</p> <p>Introduce talking partners.</p> <p>Listening and responding to stories, using key vocabulary and story language.</p> <p>Using new vocabulary throughout the day.</p> <p>Carefully chosen stories to develop children's vocabulary linked to our wonderful worlds.</p> <p>Follows routines and instructions.</p>	<p>Children begin using language well, consistently using new vocabulary throughout the day.</p> <p>Begin to encourage and model the use of how and why questions during new stories/learning.</p> <p>Learn new rhymes and songs, children may make up their own songs and use the stage to perform.</p> <p>Engage in non-fiction books showing an understanding of new knowledge and vocabulary learnt.</p> <p>Children may join in with the school prayer and use new vocabulary from Worship sessions.</p> <p>Children will show a deeper understanding, participating in discussions and answering questions during whole school Worships.</p>	<p>Children understand school routines well, following the speech links strategies.</p> <p>Children understand how to listen carefully and why listening is important. They will ask good questions during stories and join in discussion's using key vocabulary.</p> <p>Sustained focus when listening at story times.</p> <p>Children will participate well in Worships and may begin making their own prayers.</p> <p>Children's relationships will be developing well. Children will be developing their communication skills well throughout the provision, having more child-to-child interactions/discussions.</p> <p>Teachers model good role play using key vocabulary.</p>	<p>Children retell stories using story language and puppets.</p> <p>Encourage and model the use of time connectives when children are retelling stories.</p> <p>Children retell stories using story language and puppets. Children will develop their enjoyment for reading in the reading den acting out their favourite stories with peers.</p> <p>Children will pay careful attention to rhymes and songs.</p> <p>Encouragement of using well-formed sentences when articulating their thoughts.</p> <p>Children will begin growing confidence when speaking in front of the class and sharing their thoughts and experiences.</p>	<p>Choosing both fiction and non-fiction books to develop their interests and learning.</p> <p>Children will be participating in show and tell and reading aloud to peers.</p> <p>New vocabulary will be used in different contexts showing a deep understanding.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>New routines of transitioning to year one will begin.</p>	

<p>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT MANAGING SELF</p> <p>SELF - REGULATION</p> <p>(Emotion Coaching Strategies)</p> <p>PSHE</p> <p>Heart Smart</p> <p>In the Early Years Foundation Stage, PSHE is referred to as personal, social and emotional development. This area of your child's learning is concerned with wellbeing – knowing who you are, where you fit in and feeling good about yourself. It is also about developing respect for others, social competence and a positive disposition to learn.</p> <p>Children will learn to form positive relationships in a setting that supports mutual respect and understanding and that celebrates and acknowledges differences. Anti-discriminatory attitudes are encouraged and promoted.</p>	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life (Development Matters, 2021).</p>					
	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs (personal hygiene) Know and talk about the different factors that support their overall health and wellbeing</p> <p><i>(Development Matters 2021)</i></p>					
	Intro – Get Heart Smart	Don't Forget to Let Love in!	Too Much Selfie isn't Healthy!	Don't Hold On to What's wrong!	Fake is a Mistake	'No Way Through' isn't True!
	Lesson 1: My Heart Smart Toolbelt	Lesson 1: I am Loved!	Lesson 1: I Love to...	Lesson 1: Super Friends	Lesson 1: Boris and the Scrapman's Lies	Lesson 1: Boris in the Kitchen
	Lesson 2: Becoming Boris	Lesson 2: My Favourite Things	Lesson 2: Parachute Families	Lesson 2: Musical Friends	Lesson 2: Cheer Up Boris!	Lesson 2: I Can Challenge
	Lesson 3: Fill Boris' Toolbox	Lesson 3: My Heart!	Lesson 3: Sorting Feelings	Lesson 3: Listening Ears	Lesson 3: How Rabbit Got His Long Ears	Lesson 3: Stuck!
	Lesson 4: How do they feel?	Lesson 4: Twinkl, Twinkl,	Lesson 4: How Do You Do?	Lesson 4: Soft Words, Hard Words	Lesson 4: Hat Game	Lesson 4: When I Grow Up...
	Lesson 5: My Heart is Full!	Lesson 5: Who am I?	Lesson 5: Helpful Hearts	Lesson 5: If I Met The Scrapman...	Lesson 5: Thankful Heart	Lesson 5: Magnetic Maze
	Lesson 6: Heart Hunt	Lesson 6: EYFS Has Talent!	Lesson 6: Thank You for Helping Me	Lesson 6: Grumpy Frog Story	Lesson 6: Tell Me about You	Lesson 6: Changing Caterpillars

<p>PHYSICAL DEVELOPMENT</p> <p>FINE MOTOR</p>	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					
<p>Daily opportunities for Fine Motor Activities</p> <p>Morning work focusing on fine motor. Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> <p>GROSS MOTOR</p> <p>Daily opportunities for Gross Motor Development including 2 weekly sessions of PE with 3 half terms led by our PE coach Mr Ellis.</p>	<p>Continuous provision will include daily access to jigsaws, threading, beads, pegs boards, playdough, sensory play, fidget boards.</p> <p>Supporting correct hold of pencils, paint brushes and tools.</p> <p>Children will be encouraged to use the tripod pencil grip.</p> <p>Large drawings on floors/tables to support muscle growth.</p> <p>Children will have daily access to the outdoor classroom developing balance and different ways of moving (access to trim trails)</p> <p>Bikes/scooter</p> <p>Cooperation games</p>	<p>Continuous provision will include daily access to: jigsaws, threading, beads, pegs boards, playdough, sensory play, fidget boards.</p> <p>Continued support on pencil grip and tools and encouragement of dominant hand.</p> <p>Children will be supported with activities supporting cutting and gluing.</p> <p>Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p> <p>Children will have daily access to the outdoor classroom developing balance and different ways of moving (access to trim trails)</p> <p>Play equipment outside (hula hoops, balls, bikes, scooters, tennis rackets, bats, balls).</p>	<p>Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely.</p> <p>Holding Small Items / Button Clothing / Cutting with Scissors.</p> <p>Junk Modelling area.</p> <p>Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.</p> <p>Can begin to dress themselves, using zips, buttons, Velcro etc.</p> <p>Balance- children moving with confidence, dance related activities in the stage area.</p> <p>Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p>	<p>Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely.</p> <p>Holding Small Items / Button Clothing / Cutting with Scissors. Start to cut along a curved line, like a circle / Draw a cross.</p> <p>Junk Modelling area.</p> <p>Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.</p> <p>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p>Encourage of the daily mile.</p>	<p>Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw and write freely. Develop pencil grip and letter formation continually.</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors.</p> <p>Start to cut along a curved line, like a circle / Draw a cross.</p> <p>Physical Fridays/Green fingers</p> <p>Obstacle activities children moving over, under, through and around equipment.</p> <p>Encourage children to be highly active and get out of breath several times every day.</p> <p>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p>Dance / moving to music.</p>	<p>Start to colour inside the lines of a picture.</p> <p>Start to draw pictures that are recognisable with simple sentences and labelling.</p> <p>Build things with smaller linking blocks, such as Duplo or Lego.</p> <p>Create models in the recycled modelling area with increase control of tools and glues/tapes.</p> <p>Physical Fridays/Green fingers</p> <p>Races / team games involving gross motor movements and dance related activities. Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.</p> <p>Encourage of the daily mile.</p>
<p>PE</p> <p>Our PE coach Mr Ellis will lead some half term sessions.</p>	<p>Outdoor and Adventurous Activities including Balanceability which is ongoing.</p>	<p>Multi-skills with Mr Ellis</p>	<p>Dance skills</p>	<p>Gymnastics with Mr Ellis</p>	<p>Striking and Fielding skills</p>	<p>Athletics with Mr Ellis</p> <p>Sports day</p>
<p>LITERACY</p>	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed</p>					

COMPREHENSION	words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) (Development Matters, 2021).					
	Comprehension skills will be developed through group reading sessions following the 'Little Wandle' phonic scheme and Using Strategies to develop vocabulary from Jane Considine's 'The Write 'Stuff'. Children will have access to the reading den and the library. Children will take one book home a week from the library to support enjoyment for reading. Our Music and Movement session will support children's language comprehension and extend vocabulary further.					
Developing a passion for reading.						
Schemes: Little Wandle, The Write Stuff.	Week 1: I Can Only Draw Worms by Will Mabbitt	Week 1: Little Glow Katie Sahota	Week 1: Pants by Giles Andrea and Nick Sharratt	Week 1: The Very Hungry Caterpillar by Eric Carle	Week 1: Super Worm by Julia Donaldson	Week 1: The Wide, Wide Sea by Anna Wilson
See the phonics planning for more detail.	Week 2: Elmer by Davide McKee	Week 2: Little Glow by Katie Sahota	Week 2: Oliver's Fruit Salad by Vivian French and Alison Barlett	Week 2: The Very Hungry Caterpillar by Eric Carle	Week 2: Sun by Sam Usher	Week 2: Non-fiction Local Area focusing on maps
See The Write Stuff planning for more detail.	Week 3: Elmer by Davide McKee	Week 3: The Jolly Christmas Postman by Janet and Allan Ahlberg	Week 3: Why Should I brush my Teeth and Why Should I Sleep? Usborne Collection	Week 3: Rosa Explores Life Cycles By Jessica Spanyol	Week 3: Rain by Sam Usher	Week 3: Non-fiction Local Area focusing on maps
	Week 4: The Worry Monster by Rosie Greening	Week 4: The Jolly Christmas Postman by Janet and Allan Ahlberg	Week 4: On The Way Home by Jill Murphy	Week 4: The Easter Story as told in the Usborn Illustrated Children's Bible RE focus: Salvation: Why do Christians put a cross in an Easter Garden?	Week 4: Non-fiction books focusing on planting	Week 4: The Snail and The Whale by Julia Donaldson
	Week 5: The Worry Monster by Rosie Greening	Week 5: Refuge by Anne Booth	Week 5: RE focus: Where do we belong?	Week 5: The Easter Story told in the Usborn Illustrated Children's Bible	Week 5: Errol's Garden by Gillian Hibbs	Week 5: The Snail and The Whale by Julia Donaldson
	Week 6: The Big Book of Families by Mary Hoffman and Ros Asquith	Week 6: Refuge by Anne Booth			Week 6: Errol's Garden by Gillian Hibbs	Week 6: Lucy and Tom at the Seaside
	Week 7: RE focus: Creation, Why is the word God so important to Christians?	Week 7: RE focus: Incarnation, Why do Christians perform Nativity plays at Christmas?			Week 7: RE focus: Which places are special and why?	Week 7: RE focus: Which stories are special and why?
	Week 8: Bonfire safety non-fiction					
	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English	Retell stories related to events through acting/role play. Begin to explore non-fiction and fiction stories, retelling facts about our wonderful worlds.	Making up stories with themselves as the main character. Play is influenced by experience of books (small world, role play) from different occupations.	They develop their own narratives and explanations by connecting ideas or events. Retell stories in the correct sequence, draw on language patterns of stories.	Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations Talk about and role play events, feelings, main characters, where a story is set and recognise links to own life experiences.	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments,

	<p>text from left to right and from top to bottom - the names of the different parts of a book.</p> <p>Using QR codes in the reading den to listen to their favourite stories, sequencing stories through pictures to tell the story.</p> <p>Name writing activities, engaging in extended conversations about stories and learning new vocabulary.</p> <p>Using Fantastic Grandma to learn new vocabulary during literacy sessions.</p>	<p>Editing of story maps and orally retelling new stories.</p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p> <p>Enjoys an increasing range of books.</p> <p>Continue using QR codes and reading fully decodable books from the reading den independently.</p>	<p>Predict and anticipate key events based on illustrations, story content and title.</p> <p>Understand the structure of a non-fiction book is different to a fiction book.</p> <p>Encourage children to record stories through picture drawing/mark making</p> <p>Begin to read simple sentences through decodable books and labels around the classroom.</p>	<p>Say how they feel about stories and poems, what parts of the story they liked or disliked, can identify favourite characters, events, or settings and why.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>World Book Day.</p>	<p>Sequence story – use vocabulary of beginning, middle and end.</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story.</p> <p>May include labels, sentences or captions.</p> <p>Respond to questions about how and why something is happening.</p> <p>Encourage to begin writing own stories/simple sentences.</p>	<p>questions, reactions and make predictions.</p> <p>Know the difference between different types of texts (fiction, nonfiction, poetry).</p> <p>Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>Stories from other cultures and traditions</p> <p>Begin to write their own stories influenced by non-fiction or fiction stories, as well as life experiences.</p>
<p>Little Wandle Letters and Sounds Revised is a complete systematic synthetic phonics programme (SSP) developed for schools by schools. Based on the original Letters and Sounds, but extensively revised to provide a complete teaching programme meeting all the expectations of the National Curriculum, the Ofsted Deep Dive into reading and preparing your children to go beyond the expectations of the Phonics Screening Check.</p>						
<p>WORD READING</p> <p>Children will practice word reading during the 'Little Wandle' phonic sessions. Children will have these sessions daily and will also engage in three practice reading sessions a</p>	<p>Week 1 Phase 2 graphemes: s/a/t/p/</p> <p>Week 2 Phase 2 graphemes: i/n/m/d/</p> <p>Week 3 Phase 2 graphemes: g/o/c/k/ New tricky word: is</p> <p>Week 4 Phase 2 graphemes: ck/e/u/r/ New tricky word: l</p> <p>Week 5</p>	<p>Week 1 Phase 2 graphemes: ff/ll/ss/i/ New tricky words: put* pull* full* as</p> <p>Week 2 Phase 2 graphemes: v/w/x/y/ New tricky words: and has his her</p> <p>Week 3 Phase 2 graphemes: z/zz/qu/ words with -s /s/ added at the end (hats, sits) /sh/ New trick words: go no to into</p>	<p>Week 1 Phase 3 graphemes: ai/ee/igh/oa/</p> <p>Week 2 Phase 3 graphemes: oo/oo/ar/or New tricky words: was you they</p> <p>Week 3 Phase 3 graphemes: ur//ow/oi/ear/ New tricky words: my by all</p> <p>Week 4</p>	<p>Week 1 Phase 3 graphemes: review Phase 3 ai/ee/igh/oa/oo/ar/or/ur/oo/ow/oi/ear/</p> <p>Week 2 Phase 3 graphemes: review Phase 3 er/air/ words with double letters/ longer words/</p> <p>Week 3 Phase 3 graphemes: words with two or more digraphs</p> <p>Week 4 Phase 3 graphemes: - longer words</p>	<p>Week 1 Phase 4: short vowels CVCC New tricky words: said so have like</p> <p>Week 2 Phase 4: short vowels CVCC CCVC New tricky words: some come love do</p> <p>Week 3: Phase 4: short vowels CCVCC CCCVC CCCVCC New tricky words: were here little says</p> <p>Week 4</p>	<p>Week 1 Phase 4: long vowel sounds CVCC CCVC</p> <p>Week 2 Phase 4: long vowel sounds CCVC CCCVC CCV CCVCC</p> <p>Week 3 Phase 4 words with -s /s/ at the end Phase 4 words with -s /z/ at the end Phase 4 words with -es /z/ at the end Longer words</p> <p>Week 4</p>

<p>week. The practice reading sessions provide children with fully decodable books and support developing their fluency in reading.</p> <p>See the phonics planning for more details.</p> <p>Children will also visit the library throughout the week and take one book home each week to support enjoyment for reading.</p> <p>Phonics</p>	<p>Phase 2 graphemes: h/b/f/l/ New tricky word: the</p>	<p>Week 4 Phase 2 graphemes: sh/th/ng/nk/ New tricky words: she push* he of Week 5 Phase 2 graphemes: - words with -s /s/ added at the end (hats, sits) - words ending in s /z/ added at the end (bags)</p> <p>*The tricky words: 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.</p>	<p>Phase 3 graphemes: air/er/ words with double letters (dd/mm/tt/bb/rr/gg/pp)/ New tricky words: are sure pure Week 5 Phase 3 graphemes: longer words</p>	<p>- words ending in -ing - compound words</p> <p>Week 5 Phase 3 graphemes: - longer words - words with s /z/ in the middle - words with s /s/ /z/ at the end - words with es /z/ at the end</p> <p>Review all tricky words taught so far Secure spelling</p>	<p>Phase 4: longer words, compound words New tricky words: there when what one</p> <p>Week 5 Phase 4: root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est New tricky words: out today</p>	<p>Phase 4: root words ending in -ing, -ed /t/, -ed /id/ /ed/, -ed /d/</p> <p>Week 5 Phase 4: root words ending in: -er, -est, longer words</p> <p>Review all tricky words taught so far Secure spelling</p>
<p>WRITING</p> <p>At St. Martin's school we are working closely with Jane Considine's scheme 'The Write Stuff' to support our young learners to become skilful independent writers. In the first two terms we will work closely with the strategies used in the scheme. In the summer term we will begin to follow the lessons provided by Jane Considine, preparing the children for transitioning into year one.</p>	<p>Children will access the provision to begin developing fine motor skills. Morning work will be introduced following Squiglet. Squiglet will be used on the interactive board to develop confidence in drawing and developing their fine motor skills. All areas of the provision support opportunities for developing writing skills. Adults will work closely with the children in supporting them to write</p>	<p>Children will continue to develop their fine motor and writing skills through the provision and adult led sessions. Morning work will continue following Squiglet. Squiglet will be used on the interactive board to develop confidence in drawing. Children will be encouraged to write CVC words independently and extend skills in writing some simple sentences. Literacy session will begin introducing some of Jane</p>	<p>Children will continue to develop their fine motor and writing skills through the provision and adult led sessions. Morning work will continue and focus on developing fine motor skills. This will be done by following 'Draw With Rob' sessions. Children will be supported and encouraged to begin writing independently. Adults will support children's individual next steps and extending skills</p>	<p>Children will continue to develop their fine motor and writing skills through the provision and adult led sessions. Morning work will continue and focus on developing fine motor skills. This will be done by following 'Draw With Rob' sessions. Adults will continue to support children's individual next steps. Children will begin to develop their writing further by exploring compound sentences and</p>	<p>Children will continue to develop their fine motor and writing skills through the provision and adult led sessions. Morning work will continue and focus on developing letter formation and writing sentences. Adults will continue to support children's individual next steps. Children will begin to develop their writing further by starting to explore different styles of writing. This may include narrative, descriptive, or</p>	<p>Children will continue to develop their fine motor and writing skills through the provision and adult led sessions. Morning work will continue and focus on developing letter formation and writing sentences. Children will have lots of encouragement and support to develop their independent writing. Literacy sessions will still follow strategies from 'The Write Stuff'.</p>

	<p>their name correctly and begin letter formation. At the beginning we will work closely with the book "I Can Only Draw Worms" by Will Mabbitt. Literacy sessions will focus on introducing lots of new vocabulary.</p>	<p>Considine's strategies and continue exploring new vocabulary.</p>	<p>by writing simple sentences. Literacy sessions will continue to use strategies from Jane Considine. Handwriting sessions at the end of the day will be introduced.</p>	<p>conjunctions. Children will begin extending their simple sentences. Literacy session will continue to use strategies from Jane Considine, widening vocabulary and extending sentences. Handwriting sessions at the end of the day will be continued.</p>	<p>instructional writing. Children will continue to work on independent writing, extending their sentences and using their phonic skills when writing. Literacy session will continue to use strategies from Jane Considine, widening vocabulary and extending sentences. Handwriting sessions at the end of the day will be continued.</p>	<p>Literacy session will continue to use strategies from Jane Considine, widening vocabulary and extending sentences. Handwriting sessions at the end of the day will be continued.</p>
<p>At St. Martin's School Reception children will be given many opportunities to develop their writing using schemes and adult led session as well as independent learning through the provision and supporting child-initiated activities. During free flow children will have opportunities to develop their writing in all areas of the provision inside and outside. They will be able to take new writing skills and vocabulary learnt in adult led session to develop their skills further through their own interest and independent learning.</p>						
<p>MATHS White Rose Reception Maths</p>	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers by providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes (Development Matters 2021).</p>					
<p>Baseline Assessments Match, sort and compare. Talk about measure and pattern. It's me 1,2,3.</p>		<p>Circles and triangles. 1,2,3,4,5. Shapes with four sides.</p>	<p>Alive in 5. Mass and Capacity. Growing 6,7,8. Length height and time.</p>	<p>Building 9 and 10. Exploring 3D shapes.</p>	<p>To 20 and beyond. How many now? Manipulate, compose and decompose.</p>	<p>Sharing and grouping. Visualise, build and map. Make connections.</p>
<p>UNDERSTANDING THE WORLD Foundations of: - Science - History - Geography</p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension (Development Matters 2021).</p>					
<p>- Identifying family members. Commenting on photos of own family; naming who they can see and of</p>		<p>- Bonfire celebrations - Christmas celebrations, Christmas story, nativity.</p>	<p>- Visits from different occupations, people who help us (dentist, local PCO.</p>	<p>- Easter celebrations, easter story, visiting church, learning about the past of Jesus.</p>	<p>- Explore the world around us and see how it changes as we enter Spring. Provide opportunities for</p>	<p>- Exploring the local environment in Scarborough. - Visiting the beach, looking for habitats and</p>

<p>At St. Martin's School we provide a rich environment both indoors and outdoors to support children's development of Understanding the World. We regularly take children into the local community to widen their personal experiences. We cover the foundations of science, geography and history in preparing our children for transitioning into year one.</p>	<p>what relation they are to them.</p> <ul style="list-style-type: none"> - Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. - Introduce Christian values and Christianity. - Children's voice 	<ul style="list-style-type: none"> - What have they done to celebrate Christmas in the past? - Exploring other religions and begin to recognise people have different beliefs and celebrate different special times (Christianity, Muslims, Jews). - Visiting the church and beginning to understand special places in the community. 	<ul style="list-style-type: none"> - Exploring the local environment understanding road safety (linking to staying safe online and Pantosarus NSPCC). - Healthy lifestyle, why it's important to eat healthy and brush our teeth. Children can talk about what they do at home to stay healthy and what they will do differently in the future. - Looking after our environment beginning to learn about keep our local environment clean, rubbish in bins, recycling, learning about important occupations such as bin men and cleaners. 	<ul style="list-style-type: none"> - Begin to explore why we have birthdays, what has happened in the past what will happen in the future? - Exploring life cycles. 	<p>children to note and record the weather, observe the changes of plants and the life cycle of plants and certain mini beasts.</p> <ul style="list-style-type: none"> - Mini beasts hunt, explore different mini beast looking at key features and explore new vocabulary (habitats, where do the mini beast live and why?). - Building a 'Bug Hotel' 	<p>keep our local beaches clean.</p> <ul style="list-style-type: none"> - Visiting the farm, taking care for animals and the environments around us. - Children begin exploring maps to explore our local environment, labelling key features of a map (can they differentiate between land and sea?) using google maps. - Can children talk about their homes and what there is to do near their homes? - Looking at a globe start to introduce space, NASA and America. - Look at different countries around the world, what similarities and differences do they have? Handa's Surprise by Eileen Browne.
<p>RE</p> <p>See additional RE planning for more details.</p>	<p>Creation, Why is the word God so important to Christians?</p> <ul style="list-style-type: none"> • I know that Christians believe that God is the creator of the universe and everything in it. 	<p>Incarnation Why do Christians perform Nativity plays at Christmas?</p> <ul style="list-style-type: none"> • I know that Christians believe that Jesus is God in the flesh, who is called God's Son. 	<ul style="list-style-type: none"> • I can talk about how I am cared for and who loves me. • I can recall a time in my life that made me feel special. 	<p>Salvation Why do Christians put a cross in an Easter Garden?</p> <ul style="list-style-type: none"> • I know that Jesus' followers believed that Jesus was sent by God to save. • I know what the Palm Cross 	<p>Which places are special and why?</p> <ul style="list-style-type: none"> • I can talk about a range of places and sort them by how I feel when I am there. 	<p>Which stories are special and why?</p> <ul style="list-style-type: none"> • I can share my favourite story and say why I like it. • I know that the Bible is the Christian Holy

	<ul style="list-style-type: none"> • I know that Christians learn about God from the Bible. • I can talk about how Christians praise and Worship God.(Including Harvest) • I can talk about why Christians are taught to treat God's name with love, care and respect. • I can talk about how I take care of the world around me. 	<ul style="list-style-type: none"> • I know that all grown ups were babies once. • I can recall the Nativity story when Jesus was a baby and yound child and I know that Jesus is not a baby anymore. • I can talk about how Christians praise and Worship at Christmas. • I can talk about different people in the Nativity story. • I can talk about why the Kings and Shepherds gave Jesus gifts and I can talk about why Christians believe Jesus is a gift. • I can talk about how I or people in my community celebrate Christmas and 	<ul style="list-style-type: none"> • I can talk about Christian and Jewish beliefs that God is a loving person. Isaiah 49v16. • I can describe what Baptism is and why it is important to some people. • I can identify some symbols that are important, making links to Baptism. • I can talk about welcoming children into other world faiths. (Islam, Judaism and Humanist) 	<p>symbolises for Christians.</p> <ul style="list-style-type: none"> • I can recall the Easter Story and know that Christians believe that Jesus rose from death to new life. (Resurrection) • I can talk about the symbol of the cross for Christians. • I can talk about the feelings within the Easter story. • I can talk about forgiveness and new starts. (Bridge) • I can talk about how I or people in my community celebrate Easter. 	<ul style="list-style-type: none"> • I can talk about places that make me feel safe, happy and settled. • I know that some people like to meet together and where they meet is special. (Park, Church, Synagogue, Mosque) • I can ask others people about why places are special to them. • I know that a Church is a special place for Christians and a Mosque is special to Muslims and am beginning to understand why. • I can ask questions to further understand why a Church is important to Christians. Church visit. 	<p>book, which helps them to understand more about God and I can recall the Creation Story from a Children's Bible.</p> <ul style="list-style-type: none"> • I can recall the story Noah's Ark from the Children's Bible. • I can suggest what the Noah's Ark story tells Christians about God and talk about promises. • I know that other world faiths also have special stories. Rama and Sita/Diwalli – Hinduism.
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		make links to what I now know.				
<p>EXPRESSIVE ARTS AND DESIGN</p> <p>At St. Martin's School we provide a rich environment both indoors and outdoors to support children's development of expressive arts and design. Mrs Shortle provides weekly music and movement sessions to our children to develop their skills further.</p>	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe (<i>Development Matters 2021</i>).</p>					
	<p>Join in with familiar songs (routine songs and nursery rhymes).</p> <p>Beginning to mix primary colours to make secondary colours.</p> <p>Joins in with role play games and uses resources available for props; build models using construction equipment.</p> <p>Sings call-and-response songs, echoing phrases adults sing.</p> <p>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Exploring sounds (body percussion and instruments) and how they can be changed, tapping out of simple rhythms.</p>	<p>Using the iPads and head phones listen to music and make their own dances in response.</p> <p>Firework pictures, Christmas decorations, Christmas cards, Christmas crafts.</p> <p>Sensory play with glitter, snow, flour etc.</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play of The Nativity.</p> <p>Join in with Christmas songs and familiar Christmas stories.</p> <p>Create and design using natural materials found in our local environment.</p>	<p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using.</p> <p>Healthy eating collages, still life fruit painting.</p> <p>Using tooth brushes to create patterns in playdough, paint and sensory play.</p> <p>Children can explore painting with fruit and vegetables.</p> <p>Join in with rhymes and songs about healthy living.</p> <p>Provide a wide range of props for play which encourage imagination dressing up, instruments, puppets etc (supporting different occupations).</p>	<p>Make different textures; make patterns using different colours.</p> <p>Collage animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers.</p> <p>Easter crafts, easter cards, baking for easter treats. Mother's Day crafts.</p> <p>Role play of the Easter Story.</p> <p>Provide a wide range of props for play which encourage imagination dressing up, instruments, puppets etc</p> <p>Create and design using natural materials found in our local environment.</p>	<p>Puppets - Teach children different techniques for joining materials, such as how to use adhesive tape, treasury tags, paper clips and different sorts of glue.</p> <p>Provide a wide range of props for play which encourage imagination dressing up, instruments, puppets etc</p> <p>Create and design using natural materials found in our local environment.</p>	<p>Sand pictures, farm land pictures using natural materials.</p> <p>Landscape art.</p> <p>Singing nursery rhymes linked with farms and beaches, further developing into performing on the stage.</p> <p>Colour mixing, wax resistant painting, masking tape batik – underwater pictures.</p> <p>Father's Day Crafts</p> <p>Exploration of other countries – dressing up in different costumes.</p> <p>Creating outer space pictures, using metallic crayons and water paints.</p> <p>Learn a traditional African song and dance and perform it.</p>

<p>MUSIC AND MOVEMENT</p>	<p>Introduce movement and dance and dimensions of music.</p> <p>Begin introducing ring games, focusing on turn taking, building friendships.</p> <p>Number games and rhymes focusing 1 to 3.</p> <p>Towards the end of this term, classical music will be introduced.</p>	<p>Continue focusing on ring games, building self confidence in groups.</p> <p>Introduce Seasonal changes through music and movement and ring games.</p> <p>Continue with classical music leading up to Christmas.</p> <p>Nativity songs.</p> <p>Introduce boom whackers to songs and rhyme.</p> <p>Developing skills further through dimensions of music.</p>	<p>Begin looking at the different seasonal changes through music and movement and ring games.</p> <p>Children will be introduced to percussion instruments and begin with simple beats.</p> <p>Songs focusing on healthy lifestyles including heart rates and teeth.</p> <p>Children will explore mirror mime with their bodies.</p>	<p>Children will continue developing their skills through dimensions of music.</p> <p>Children will continue using percussion instruments through music and movement.</p> <p>The life cycle of a frog will be a key focus exploring different ways of movement.</p> <p>Children will be introduced to drama, focusing on the growth of a seed, interlinking their skills of moving in different ways.</p>	<p>In the summer term, children will explore music and movement through story telling. Consolidating their skills.</p> <p>Children will be introduced to the stage and begin developing their self-confidence when performing.</p> <p>iPads will be used to record performance, which children can watch back as musicals.</p> <p>A trip to the theatre.</p>	<p>In the final term children will consolidate all skills learnt over the year.</p> <p>Children will continue to build their confidence when performing in front of a live audience.</p> <p>A trip to the theatre.</p>
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<p>COMPUTING</p> <p>At St. Martins School we feel computing is key for our Reception children to participate in. Children will learn about internet safety and be able to develop their learning and interest further through using technology safely. Children use iPads and Chrome Books as well as programmable toys. This prepares our Reception children for their transition into year one.</p> <p>By involving computing in our curriculum, we are able to further develop children's skills in:</p> <ul style="list-style-type: none"> • Personal, Social and Emotional Development • Physical Development • Understanding the World • Expressive Arts and Design 	<p>Children will be supported when using the iPads and Interactive board.</p> <p>The reading den has access to QR codes to support independent reading. Children will access these stories through the iPads.</p> <p>During adult led sessions, the interactive board will be used to support children's learning and interests. These may include games, singing and dancing.</p>	<p>Children will be supported to show some independence when using the iPads for QR codes.</p> <p>The reading den will have access to QR codes to support independent reading. Children will access these stories through the iPads.</p> <p>During adult led sessions, the interactive board will be used to support children's learning and interests. These may include games, singing and dancing.</p>	<p>Children will be introduced to the chrome books, adults support children when using the iPads and Chrome books.</p> <p>During free flow sessions, children will have access to the chrome books and iPads to access phonic and math games.</p> <p>Children may access the iPads to develop their interests and learning further.</p> <p>Internet safety day – Children will learn the importance of internet safety.</p>	<p>Children will continue to use the iPads and Chrome books during free flows sessions to support their maths/literacy/phonic development.</p> <p>Children will continue to use the iPads and chrome books to develop their interests.</p> <p>They may access videos/texts/pictures to further develop areas such as UTW and EAD (e.g. documentaries on the Queens birthday).</p> <p>Children will be monitored when using technology independently.</p>	<p>North and South Bay class will begin computing sessions by using chrome book within provision.</p> <p>The first few sessions will include introducing how to log on independently and recapping internet safety.</p> <p>Children will continue to use the iPads and Chrome books during free flows sessions to support their maths/literacy/phonic development.</p>	<p>North and South Bay class will continue to have computing sessions each week.</p> <p>Computing sessions may link with themed topics and will be used within the provision.</p>
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EARLY LEARNING GOALS → BEST FIT

<p>Communication and Language</p> <p>Listening, Attention and Understanding</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>Speaking</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>Personal, Social and Emotional Development</p> <p>Self-Regulation</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, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <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. • 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>Building Relationships</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>Physical Development</p> <p>Gross Motor Skills</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>Fine Motor Skills</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, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. 	
<p>Understanding the World</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. • 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>People, Culture and Communities</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>The Natural World</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>Expressive Arts and Design</p> <p>Creating with Materials</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>Being Imaginative and Expressive</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. 	<p>Mathematics</p> <p>Number</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>Numerical Patterns</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>Literacy</p> <p>Comprehension</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>Word Reading</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>Writing</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.