








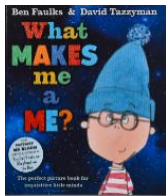
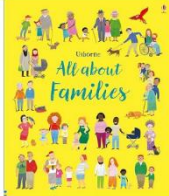
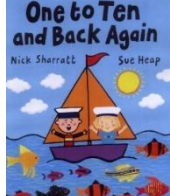

## EYFS Long Term learning journey

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### *Journeying together with hope and aspiration*

How does our vision impact our EYFS curriculum?			
<p>Our curriculum is focused on the child as an individual. We form close relationships with parents and carers prior to starting school so we can get to know each child and what they need.</p> 	<p>We explore how we belong to our school community, our wider community and the wider world. We learn about what it means to belong. We learn how to make and maintain relationships.</p> 	<p>We learn about jobs and explore what we like learning about and how. We find out about what people might believe in and why. We learn how to persevere, encourage and celebrate.</p> 	<p>We experience the joy of learning and finding out through experience. We ask questions and seek the answers. We begin our journey of learning at Parish with child centred fun and excitement.</p> 

## Autumn Term: Our school

Autumn 1			
<b>Inspiration</b>	Starting school, getting to know routines, families, Hello Yellow, Harvest.		
<b>Enrichment experiences and memorable moments</b>	<ul style="list-style-type: none"> <li>* <i>Bake bread</i></li> <li>* <i>Visit All Saints Church with school</i></li> </ul>  <i>Five by 5 experiences in italic</i>		
<b>Key learning questions</b>	<p>What makes you, you? How are we special? How do we know we belong? Who is in your family?  What is a harvest?</p>	<b>Key texts</b>	   

### Through learning experiences and provision this term, children will be learning to:

<b>CLL</b>	<ul style="list-style-type: none"> <li>• Engage in storytimes* <b>(L)</b></li> <li>• Develop social phrases e.g. Good morning, how are you?</li> <li>• Learn new vocabulary</li> <li>• Start a conversation with an adult or friend and continue it for many turns</li> <li>• Ask questions to find out more</li> </ul>
<b>PSED</b>	<ul style="list-style-type: none"> <li>• Follow rules, understanding why they are important</li> <li>• Talk with others to solve conflicts</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</li> </ul>



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	<ul style="list-style-type: none"> <li>Understand gradually how others might be feeling</li> <li>Use the toilet independently and wash their hands, with adult prompting</li> </ul>
PD	<ul style="list-style-type: none"> <li>Develop their movement, balancing, riding (scooters, bikes and trikes) and ball skills</li> <li>Use large muscle movements to wave flags and steamers, paint and make marks</li> <li>Use one handed tools and equipment, for example, making snips in paper with scissors</li> <li>Use a comfortable grip with good control when holding pens and pencils</li> <li>Show a preference for a dominant hand</li> </ul>
L	<ul style="list-style-type: none"> <li>Understand that print has meaning and can have different purposes</li> <li>Understand the names and parts of a book and how to use it (sequence of pages etc)</li> <li>Count or clap syllables in a word</li> <li>Spot and suggest rhymes</li> <li>Recognise words with the same initial sound</li> <li>Use some print and letter knowledge in their early writing</li> <li>Write some or all of their name</li> </ul>
M	<ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects (subitising)</li> <li>Recite numbers past 5</li> <li>Say one number for each item in order</li> <li>Begin to explore the composition of numbers to 5</li> <li>Talk about and explore 2D and 3D shapes through play</li> <li>Understand position through words alone e.g. the bag is under the table (no pointing)</li> <li>Make comparisons between objects relating to size, length, weight and capacity through play</li> </ul>
UW	<ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history</li> <li>Show interest in different occupations</li> <li>Talk about members of their immediate family and community</li> <li>Name and describe people who are familiar to them</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</li> <li>Explore the natural world around them</li> </ul>
EAD	<ul style="list-style-type: none"> <li>Take part in simple pretend play, using objects to represent something else, e.g. pine cones representing pasta</li> <li>Make imaginative and complex 'small worlds' with resources</li> <li>Explore different materials freely, to develop their ideas about how to use them and what to make</li> <li>Create closed shapes with continuous lines and begin to use these shapes to represent objects</li> </ul>



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- Listen with increased attention to sounds
- Respond to what they have heard, expressing their thoughts and feelings
- Create storylines in their pretend play

**\*indicates an objective that sits in multiple areas**

**RBA will be carried out in the first 6 weeks of school. Every child to have a WellComm assessment. Speed sound tracker to be used and updated weekly from week 2.**

**EYFS Trackers will be completed and Insight data submission for Baseline.**

➤ **Why this, why now?**

*Many of the statements here are taken from or adapted from the Development Matters curriculum guidance, using the age band prior to 'children working in reception'. This is for several reasons. These statements will link up with preschool learning and help to provide and ensure a firm foundation to start the children's learning journey here at Parish. If a child is summer born, they may have only just turned 4 and so may be still working broadly within this section. Statements in this section help to work alongside the RBA. The overarching project theme of family allows children opportunities to share all about themselves as we get to know each other. We learn the rules and routines of school, how to make friends, how to listen and how to take turns. We also have a focus on learning opportunities that allow us to observe children's motor development and language development, two key areas that underpin writing.*

*Provision is simplistic and not over complicated at this time. This helps children to learn how to use resources well and supports independence when learning how to tidy away. Children tend to transport at this stage and a reduction in the physical amount of provision helps to manage this. Items to support mark making are in several areas. Role play is themed around family, with dolls and a 'lounge' area to facilitate family play. An assortment of tools on the workshop gives children the opportunity to show us what they can do. Small world play themed around their interests as found out from nursery (animals, dinosaurs) help children with the transition into school by providing something familiar. Phones and big books support language skills.*



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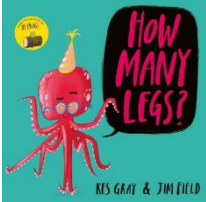
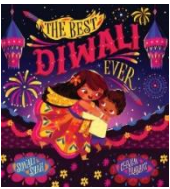

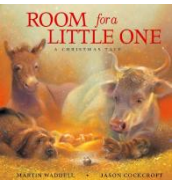
### Provision map for Autumn 1:





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Autumn Term: Our school			
Autumn 2			
<b>Inspiration</b>	Autumn, Bonfire Night, nocturnal animals, Remembrance, Nativity, Christmas.		
<b>Enrichment experiences and memorable moments</b>	<ul style="list-style-type: none"> <li>* <i>Stargaze</i></li> <li>* Christingle service</li> <li>* Nativity play</li> <li>* Christmas service</li> </ul> <p> <i>Five by 5 experiences in italic</i></p>		
<b>Key learning questions</b>	Why do we remember the 5 <sup>th</sup> of November? What do poppies help us to remember? What is happening to the trees? What happens at night time? How is light special to different people? Why is the Christmas story special to Christians? How do people celebrate Christmas?	<b>Key texts</b>	   
<b>Through learning experiences and provision this term, children will be learning to:</b>			
CLL	<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important</li> <li>• Connect one idea or action to another using a range of connectives e.g. and, but, because</li> <li>• Use talk to help work out problems and organise thinking</li> <li>• Listen to and talk about stories to build familiarity and understanding</li> <li>• Listen to and learn rhymes and songs</li> <li>• Engage in non fiction books* <b>(L)</b></li> </ul>		
PSED	<ul style="list-style-type: none"> <li>• Remember rules without needing an adult to remind them</li> <li>• Be increasingly independent as they get dressed and undressed e.g. taking off jumpers, doing up zips* <b>(PD)</b></li> <li>• Express their feelings in appropriate ways</li> </ul>		



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	<ul style="list-style-type: none"> <li>• Build constructive and respectful relationships</li> <li>• Manage their hygiene with increasing independence e.g. knowing when to wash their hands</li> </ul>
PD	<ul style="list-style-type: none"> <li>• Revise and refine fundamental movement skills by rolling, crawling, walking, jumping, running, hopping, skipping, climbing</li> <li>• Develop overall body strength, co-ordination, balance and agility</li> <li>• Use core muscle strength to achieve good posture sitting at the table or on the floor</li> <li>• Develop their small motor skills using tools such as pencils, paintbrushes and scissors</li> <li>• Form taught letters correctly* <b>(L)</b></li> </ul>
L	<ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary</li> <li>• Read individual letters by saying the sounds for them</li> <li>• Begin to blend sounds into words with taught phonemes</li> <li>• Write some letters accurately</li> </ul>
M	<ul style="list-style-type: none"> <li>• Know that the last number reached when counting is the total (cardinality)</li> <li>• Show 'finger numbers' up to 5</li> <li>• Link numerals and amounts</li> <li>• Compare quantities using language 'more than', 'fewer than'</li> <li>• Extend and create AB patterns</li> <li>• Notice and correct an error in an AB pattern</li> <li>• Discuss routes and locations using appropriate language e.g. behind, in front of</li> <li>• Select shapes appropriately e.g. flat surfaces for building, a pyramid for a roof etc.</li> </ul>
UW	<ul style="list-style-type: none"> <li>• Compare and contrast characters from stories, including figures from the past (Gunpowder plot, Armistice Day)</li> <li>• Understand that some places are special to members of their community</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways (Diwali)</li> <li>• Recognise some similarities and differences between life in this country and life in other countries (exploring Christmas traditions)</li> <li>• Describe what they see, hear and feel whilst outside (Autumn)</li> <li>• Understand the effect of changing seasons on the world around them (Autumn)</li> </ul>
EAD	<ul style="list-style-type: none"> <li>• Develop their own ideas and then decide which materials to use to express them inc. role play, puppets etc.</li> <li>• Join different materials and explore different textures</li> <li>• Explore colour and colour mixing</li> <li>• Show different emotions in their drawings and paintings e.g happiness, sadness, fear etc.</li> <li>• Remember and sing entire songs</li> <li>• Sing the pitch of a tone sung by another person (pitch match)</li> </ul>



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- Play instruments with increasing control to express their ideas

**\*indicates an objective that sits in multiple areas**

**EYFS Trackers will be completed and Insight data submission for Autumn 2 in December.**

### ➤ Why this, why now?

*This second term follows neatly on from the baseline period. The objective statements chosen are now building skills for basic listening and responding. Children are taught how to hold conversations and use new vocabulary. Phonics learning is ongoing and children should now begin to use their knowledge in the environment around them. Opportunities to read and write are presented across provision to encourage children to show what they can do. Now that children are settled into school, exploring feelings as we build relationships and manage conflicts are an important aspect of this second term. The spiral curriculum of mathematical concepts is taught, with all areas touched upon over this term. A focus on fine motor begins as we seek to build core strength and learn to use small tools. The overarching theme of remembering and celebrating builds on the previous learning about families and allows us to begin to explore beliefs of others. The change of season sets a backdrop of discovery that is tapped into and linked to learning across the curriculum.*

### Provision map for Autumn 2:




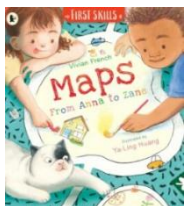





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Provision has been adapted in light of baseline data- a larger creative space has been made, a reading space and further resources for UW and construction have been added.

Spring Term: Our community			
Spring 1			
<b>Inspiration</b>	Winter, ice and snow, changing over time, Lunar New Year.		
<b>Enrichment experiences and memorable moments</b>	<ul style="list-style-type: none"> <li>* Ice exploration day</li> <li>* Seasonal change</li> <li>* Lunar new year food tasting</li> </ul> <p> <i>Five by 5 experiences in italic</i></p>		
<b>Key learning questions</b>	<ul style="list-style-type: none"> <li>• What has happened to the trees on our garden?</li> <li>• What is ice? How can we make ice turn into water?</li> <li>• How have we changed since we were babies?</li> <li>• How is Lunar New Year celebrated?</li> <li>• Where is our school?</li> </ul>	<b>Key texts</b>	   
<b>Through learning experiences and provision this term, children will be learning to:</b>			
<b>CLL</b>	<ul style="list-style-type: none"> <li>• Learn and use new vocabulary through the day</li> <li>• Connect ideas together using a range of connectives</li> <li>• Describe events in some detail</li> <li>• Use talk to help work out problems and organise thinking</li> <li>• Retell the story, once they have developed a deep familiarity with the text</li> <li>• Use new vocabulary in different contexts</li> <li>• Listen to and talk about selected non-fiction</li> </ul>		
<b>PSED</b>	<ul style="list-style-type: none"> <li>• Develop appropriate ways of being assertive, considering the feelings of others</li> <li>• See themselves as a valuable individual</li> <li>• Be independent when getting dressed, for example putting on coats and doing up zips <b>(PD*)</b></li> <li>• Begin to consider the perspective of others</li> <li>• Begin to show perseverance when faced with challenge</li> </ul>		



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PD	<ul style="list-style-type: none"> <li>• Begin to develop a range of ball skills including throwing, catching, kicking, passing, batting and aiming</li> <li>• Develop their small motor skills further and use pencils competently when drawing and writing</li> <li>• Begin to develop a more fluent style of moving, with developing control and grace</li> <li>• Begin to use a range of small and large apparatus indoors and outdoors</li> </ul>
L	<ul style="list-style-type: none"> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</li> <li>• Begin to read some letter groups that each represent one sound and say sounds for them (special friends)</li> <li>• Form lower-case letters accurately</li> <li>• Begin to spell words by identifying the sounds and then writing the sounds with letters (Fred Fingers)</li> </ul>
M	<ul style="list-style-type: none"> <li>• Count objects, actions and sounds, understanding that each number is one more than the one before</li> <li>• Count from a number other than one</li> <li>• Compare numbers using counting, identify more and less</li> <li>• Explore the composition of numbers, learning that a number can be separated in different ways</li> </ul>
UW	<ul style="list-style-type: none"> <li>• Recognise that people have different beliefs and celebrate special times in different ways (Lunar New Year)</li> <li>• Describe what they see, hear and feel whilst outside (Winter)</li> <li>• Understand the effect of changing seasons on the world around them (Winter)</li> <li>• Draw information from a simple map</li> </ul>
EAD	<ul style="list-style-type: none"> <li>• Sing the melodic shape of familiar songs, matching pitch</li> <li>• Create their own songs</li> <li>• Begin to explore artistic effects to express their ideas and feelings</li> <li>• Begin to create collaboratively, sharing ideas and resources</li> <li>• Begin to listen to and talk about music, expressing their feelings in response</li> </ul>

**\*indicates an objective that sits in multiple areas**

➤ **Why this, why now?**

*As we begin a new calendar year, we start to extend and build on our foundational skills learnt so far. Skills in fine motor and language begin to be refined and continue to be developed. New skills are acquired in gross motor as we challenge with new equipment and tools. Our PSED skills are further developed as we begin to learn how to persevere through the presentation of challenge and we learn how to be assertive but kind, guided by our Core Four school values. Our phonics programme focuses on learning digraphs and extending our skills to read and write words. The spiral mathematics curriculum is revisited with counting, comparison and composition being the focus of the term. The seasonal change into winter brings opportunity to further develop our scientific enquiry skills. We begin to look at our local area by considering where our school is and starting our journey as geographers by learning about maps.*



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### Provision map for Spring 1:


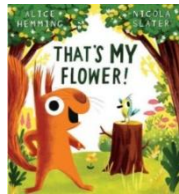
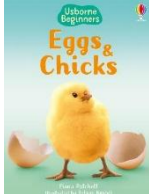
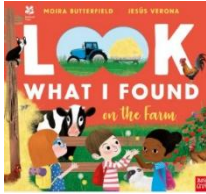



Outside provision features more equipment to climb and be physical with during the colder weather. More words and sounds have been added to match the phonics teaching. Home corner has been adapted and changed to have a different focus. Shop roleplay encourages labelling, list making, sorting and counting opportunities. Small world focus on garages and cars as children showed an interest in this area. Counting equipment has been enhanced with new and different ways to count.



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Spring Term: Our community			
Spring 2			
<b>Inspiration</b>	Spring, Lent, World Book Day, Mother's Day, Easter.		
<b>Enrichment experiences and memorable moments</b>	<ul style="list-style-type: none"> <li>* <i>Farm visit</i></li> <li>* Easter service in church</li> <li>* <i>Hatch Eggs</i></li> </ul> <p> <i>Five by 5 experiences in italic</i></p>		
<b>Key learning questions</b>	<ul style="list-style-type: none"> <li>• What is Gainsborough like?</li> <li>• How is the countryside different to a town?</li> <li>• What will we see at the farm?</li> <li>• How does a farmer look after the animals?</li> <li>• What does the cross mean to Christians?</li> </ul>	<b>Key texts</b>	   
<b>Through learning experiences and provision this term, children will be learning to:</b>			
CLL	<ul style="list-style-type: none"> <li>• Ask questions to find out more and to check they understand what has been said to them</li> <li>• Confidently use new vocabulary throughout the day and in different contexts</li> <li>• Articulate their ideas and thoughts in well formed sentences</li> <li>• Begin to use talk to explain how things work and why they might happen</li> <li>• Retell stories in their own words</li> <li>• Listen to non-fiction and begin to develop a deep familiarity with new knowledge and vocabulary</li> </ul>		
PSED	<ul style="list-style-type: none"> <li>• Begin to know and talk about factors that support health and wellbeing including food, exercise, sleep and keeping safe</li> <li>• Manage their own needs with independence; washing hands, personal hygiene, dressing</li> <li>• Show resilience and perseverance in the face of challenge</li> <li>• Identify their feelings socially and emotionally, giving name to the feeling</li> <li>• Think about the perspective of others and how this might effect our behaviour</li> </ul>		
PD	<ul style="list-style-type: none"> <li>• Move confidently when rolling, crawling, walking, jumping, running, hopping, skipping, climbing</li> <li>• Combine different movements with ease and fluency</li> <li>• Continue to develop overall body strength, balance, co-ordination and agility</li> <li>• Develop confidence, competence, precision and accuracy when engaged in activities that involve a ball</li> <li>• Develop the foundations of a handwriting style, using a pencil grip that is efficient</li> </ul>		



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L	<ul style="list-style-type: none"> <li>• Read simple phrases made up of words with known letter-sound correspondences</li> <li>• Read a few common exception words matched to RWI programme</li> <li>• Read some letter groups that each represent one sound and say sounds for them (special friends)</li> <li>• Form lower-case letters accurately and begin to form capital letters correctly</li> <li>• Spell words by identifying the sounds and then writing the sounds with letters (Fred Fingers) and begin to form short sentences</li> </ul>
M	<ul style="list-style-type: none"> <li>• Continue, copy and create repeating patterns</li> <li>• Begin to compare length, weight and capacity</li> <li>• Begin to develop spatial reasoning skills</li> <li>• Begin to compose and decompose shapes</li> </ul>
UW	<ul style="list-style-type: none"> <li>• Comment on images of familiar situations from the past (our school, the Old Hall, farming equipment)</li> <li>• Compare and contrast characters from stories</li> <li>• Recognise some environments that are different from the one in which they live (comparing Easter celebrations, countryside/city)</li> <li>• Understand that some places are special to members of their community (Church)</li> <li>• Explore the natural world (hatching eggs, farm visit)</li> </ul>
EAD	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses</li> </ul>

**\*indicates an objective that sits in multiple areas**

➤ **Why this, why now?**

*At half way through our reception year we are now very much underway with refining our skills in fine motor and language. We build in frequent opportunities to develop how language is used, through learning to question and use talk to clearly organise our thoughts and give reasons for our ideas. Our ability to identify, explain and talk about emotions becomes stronger and we learn to be resilient in the face of challenge. We also continue to learn how to think about the feelings of others, guided by our school vision. Our physical skills now focus on the use of small equipment with control, as well as confidently moving in a variety of ways. This lays the foundation for Year 1. Our phonics program develops with children learning how to read and write short phrases, including learning common exception (red) words. The mathematics spiral curriculum builds on our shape, space and measure learning from Autumn 2. The change of season to spring forms a back drop to our wow experiences as we learn about farming, new life, hatching eggs and the importance of the Easter story to Christians.*

Provision for Spring 2 has had a significant change- lots of movement towards encouraging writing with a new writing table and graffiti wall. A new range of maths equipment as we learn about measures and a new role play linked to our learning how animals are cared for.



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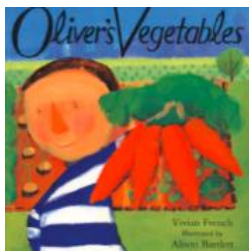
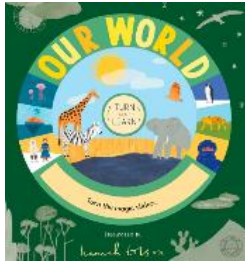
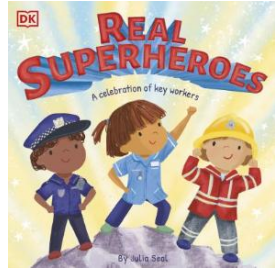
### Provision map for Spring 2:





## EYFS Long Term learning journey

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The planning of our inspired curriculum is supported by non-statutory guidance, Development Matters.

Summer Term: Our world			
Summer 1			
<b>Inspiration</b>	Growing food, people who help us, habitats		
<b>Enrichment experiences and memorable moments</b>	<ul style="list-style-type: none"> <li>* Planting something to eat</li> <li>* Visit from the Fire Engine</li> </ul> <p> <i>Five by 5 experiences in italic</i></p>		
<b>Key learning questions</b>	<ul style="list-style-type: none"> <li>• What is happening to the plants and trees?</li> <li>• How can we grow something to eat?</li> <li>• What lives in my garden?</li> <li>• What lives in the sea?</li> <li>• How do some animals stay alive in a polar/desert habitat?</li> <li>• What job would you like to do when you grow up?</li> <li>• How do people help us?</li> </ul>	<b>Key texts</b>	  
<b>Through learning experiences and provision this term, children will be learning to:</b>			
<b>CLL</b>	<ul style="list-style-type: none"> <li>• Use talk to help work out problems, organise thinking, explain how things work and why they happen</li> <li>• Ask questions to clarify understanding</li> <li>• Confidently use new vocabulary when answering and asking questions, in discussions and when expressing ideas and feelings</li> <li>• Listen attentively in a range of contexts</li> <li>• Hold back and forth conversations using full sentences</li> </ul>		
<b>PSED</b>	<ul style="list-style-type: none"> <li>• Give focused attention and respond to instructions quickly</li> <li>• Develop a strong understanding of their own feelings and those of others, thinking about the impact of our choices</li> <li>• Develop confidence to tackle a challenge independently</li> <li>• Play cooperatively and take turns without adult support</li> <li>• Manage their own hygiene independently</li> </ul>		
<b>PD</b>	<ul style="list-style-type: none"> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> <li>• Move confidently with balance, co-ordination and agility</li> <li>• Demonstrate confident handling of a range of tools with accuracy; pencils, scissors, cutlery, paintbrushes etc.</li> <li>• Develop the foundations of a handwriting style, using a pencil grip that is efficient</li> </ul>		



## EYFS Long Term learning journey

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The planning of our inspired curriculum is supported by non-statutory guidance, Development Matters.

L	<ul style="list-style-type: none"><li>• Read simple phrases and simple sentences made up of words with known letter-sound correspondences and, where necessary, a few common exception words (red)</li><li>• Read letter groups that each represent one sound and say sounds for them (special friends)</li><li>• Form lower-case letters accurately and begin to form capital letters correctly</li><li>• Reread what they have written to check that it makes sense</li><li>• Spell words by identifying the sounds and then writing the sounds with letters (Fred Fingers) and form short sentences</li></ul>
M	<ul style="list-style-type: none"><li>• Subitise</li><li>• Count beyond 10</li><li>• Understand the one more than/one less than relationship between consecutive numbers</li><li>• Explore the composition of numbers to 10</li><li>• Automatically recall number bonds for numbers 0-5 and some to 10</li></ul>
UW	<ul style="list-style-type: none"><li>• Recognise some similarities and differences between life in this country and life in other countries</li><li>• Compare the natural world around them to contrasting environments, drawing on what has been read in class</li><li>• Talk about the lives of the people around them and their roles in society</li></ul>
EAD	<ul style="list-style-type: none"><li>• Create collaboratively, sharing ideas, resources and skills</li><li>• Sing in a group or on their own, increasingly matching the pitch and following the melody</li><li>• Develop storylines in their pretend play</li><li>• Explore and engage in music making and dance, performing solo or in groups</li></ul>

**\*indicates an objective that sits in multiple areas**

### ➤ Why this, why now?

*As we begin the summer term, we extend our focus to the wider world. We learn about different environments and habitats and compare them by building on our previously acquired knowledge. We extend our creative skills through collaborative work, play and performance. Our mathematics curriculum spiral revisits number and we lay the foundations for the Year 1 curriculum by deepening our understanding, exploring and learning number bonds. Language development, personal and social skills and physical skills are all refined and strengthened in preparation for the Key Stage one curriculum. Our phonics skills are strengthened as we read and write short sentences and learn to reread our learning, a foundational skill for Year 1.*



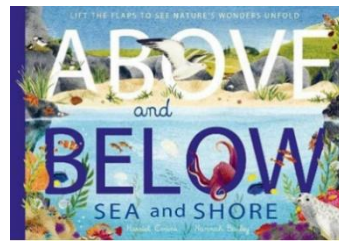
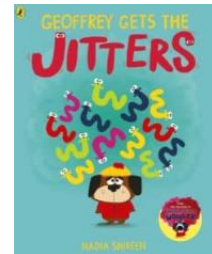
### Provision map for Summer 1:





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Summer Term: Our world			
Summer 2			
<b>Inspiration</b>	holidays, Summer, travel, keeping safe in water, floating and sinking, transition.		
<b>Enrichment experiences and memorable moments</b>	<ul style="list-style-type: none"> <li>* Sports Day</li> <li>* Water play day</li> <li>* Teddy Bear's picnic</li> </ul> <p> <i>Five by 5 experiences in italic</i></p>		
<b>Key learning questions</b>	<ul style="list-style-type: none"> <li>• Where do people go on holiday?</li> <li>• How can I stay safe in and around water?</li> <li>• Why do some things float and some things sink?</li> <li>• What might you pack in your suitcase for a holiday?</li> <li>• How might you travel to another country?</li> <li>• What am I excited about moving to Year 1?</li> </ul>	<b>Key texts</b>	  
<b>Through learning experiences and provision this term, children will be learning to:</b>			
<b>CLL</b>	<ul style="list-style-type: none"> <li>• Express their ideas and feelings in full sentences, making use of conjunctions and using correct tense</li> <li>• Listen attentively, responding appropriately to the context of the conversation</li> <li>• Hold back and forth conversations, offering ideas, asking questions, making comments and using new vocabulary</li> </ul>		
<b>PSED</b>	<ul style="list-style-type: none"> <li>• Give focused attention in a range of contexts and respond to multi step instructions quickly</li> <li>• Have a strong understanding of their own feelings and those of others, understanding how to regulate their behaviour</li> <li>• Show strongly developing skills of independence, resilience and perseverance when faced with challenges in a range of contexts</li> <li>• Show sensitivity to others' needs</li> <li>• Manage their own hygiene and personal needs independently, including dressing</li> </ul>		
<b>PD</b>	<ul style="list-style-type: none"> <li>• Move in a range of ways with coordination, and energy, understanding the need to negotiate space safely</li> <li>• Demonstrate confident handling of a range of tools with accuracy; pencils, scissors, cutlery, paintbrushes etc.</li> <li>• Hold a pencil with an effective grip and use it with care and accuracy</li> </ul>		
<b>L</b>	<ul style="list-style-type: none"> <li>• Enjoy discussing a range of texts including poetry and non fiction, discussing new vocabulary, narratives and key events</li> <li>• Read words consistent with their phonic ability</li> <li>• Read simple sentence and books consistent with their phonic knowledge, including common exception words (red words)</li> </ul>		



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	<ul style="list-style-type: none"><li>• Spell words using phonic knowledge (Fred Fingers)</li><li>• Write simple sentences that can be read</li></ul>
M	<ul style="list-style-type: none"><li>• Subitise confidently to 5</li><li>• Recall some number bonds, including subtraction facts</li><li>• Compare quantities and discuss their relation to each other</li><li>• Understand sharing into equal groups using amounts up to 10</li><li>• Recognise odd and even numbers and double facts up to 10</li><li>• Use language to describe shape, space, measures and pattern in everyday contexts</li></ul>
UW	<ul style="list-style-type: none"><li>• Understand and talk about the past through stories and events</li><li>• Describe their environment, drawing similarities and differences based on experiences and texts</li><li>• Know some differences and similarities between communities both religious and cultural, based on experience and texts shared</li></ul>
EAD	<ul style="list-style-type: none"><li>• Play imaginatively, using props, creating or replicating narratives</li><li>• Sing a range of songs and engage in performing and inventing their own music</li><li>• Use a range of tools and techniques to be creative, talking about their work</li></ul>
<b>*indicates an objective that sits in multiple areas</b>	
<p>➤ <b>Why this, why now?</b></p> <p><i>In this final term, we continue to look at the wider world. We explore the change in season again and use this as a lens to look at other countries and their environments. We focus on water play and safety as we explore floating and sinking, a focused opportunity to lay the foundation for carrying out tests in the Year 1 science curriculum. Our phonics learning is focused on confidently reading and writing simple sentences and on being more independent in doing so, laying the important foundation for our English curriculum to begin. Our mathematics spiral completes as we solidify our learning in number and number patterns, ensuring children have all the base knowledge they need for the Key Stage 1 curriculum to build upon. We think about how we have grown and changed over the year as we prepare for the transition into Year 1.</i></p>	