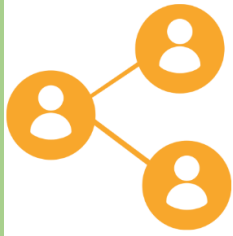


Suggested Texts

Prime Areas

Area of learning	Objectives/skills	Revisit/ongoing throughout the year	Best fit assessment		
			On track	not on track	extra focus assessment needed
Communication and Language 	<i>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, storytelling 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.</i> Listening: Listen attentively and respond to what they hear with relevant questions, comments, or actions. BBC Listening - Sports BBC Listening - Jobs Listen and Play - Pirates Listen and Play - Under the Sea Listen and Play - At the Seaside Attention: Attend to others in play, play co-operatively and can pretend to be someone else talking. Games can be quite elaborate and detailed. Respond: Make comments about what they have heard and ask questions to clarify thinking. Respond by asking if unsure and uses words specifically to make meaning clear E.g. "I didn't want my yellow gloves; I wanted the spotty ones that match my hat" Understanding: Retell a story with some exact repetition and in their own words. Understand that words can be put into groups or categories, and give examples from each category E.g., Animals, transport, food, etc. Understand a range of words to describe the idea of time, shape, texture, size and know in which context to use them E.g. Soon, early, and late; square, triangle and circle; soft, hard, and smooth. Name objects, characters, and animals from a description E.g. "It lives in the jungle and is fierce with big teeth and is stripy." Speaking: Articulate and create an imaginary story of their own in play or in writing. Speak clearly in well-formed sentences of 8 words or more in length with some detail. E.g., "I made a big round pizza with tomato, cheese and ham on top" Use new vocabulary in different contexts.	Learn new vocabulary Use new vocabulary in different contexts. Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems, and songs. Listen to and talk about stories to build familiarity and understanding. Show and Tell time Pirate role play area Café role play			

	Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas, join phrases with words such as 'if', 'because', 'so', 'could' E.g. "I can have a biscuit if I eat all my dinner"				
ELG Communication and Language Listening, Attention and Understanding: 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. Speaking: 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.					
Personal, Social and Emotional Development 	<i>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.</i> Express feelings: Understands some strategies to deal with anger and frustration. Able to identify and moderate own feelings. Can negotiate with others to solve problems and take steps to resolve conflict and think about the perspectives of others. Manage behaviour: Engage in challenges and take responsibility for their own learning. Plan, adapt, persist, and review own progress. Self-awareness: See themselves as a unique and valued individual, talk about self, abilities, and interests in positive terms. Independence: Can seek out a challenge and enjoy the process. Understands what it means to keep healthy, has knowledge of food groups including healthy foods and knows exercise keeps the body healthy. Collaboration: Can take account of the ideas of others about how to organise and activity. Can show sensitivity to others’ needs and feelings. Social skills: Can resolve conflict and able to compromise. Take responsibility for their own actions. Show awareness of how their actions may impact on others, know that other children think and respond in different ways to them. Think about the perspectives of others.	Continue to develop communication skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.			
		Transition activities and opportunities with Snowy Owls			

1Decision
Dilemma Drops - Anger 'Red Feels Angry'
Worry decision card
New Beginnings - Yellow has a break from school
Rainbow visits the seaside - Sun Safety
Green is Moving up a Year
Think Equal
Sydney the Seahorse
Deji and Nnedi and the very large cushion
Restorative Stars
Display growing maturity and respect for others by applying Restorative approach to their behaviour and relationships

Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	1Decision- Rainbow visits the seaside Think Equal- Sydney the Seahorse Transition	1Decision- Red feels angry Think Equal- Deji and Nnedi and the very large Cushion Transition	1Decision- Rainbow is moving up a year story Transition Sports Day-taking part is fun!	1Decision- Worry discussion card Circle time-moving classes. Any worries? Discuss positives.	This is an opportunity to have discussions and individual support for children who are nervous about the class changes. Choose activities to help with coping with changes or add further transition times if necessary.	

ELG Personal, Social and Emotional Development
Self-Regulation: 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.
Managing Self: 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.
Building Relationships: 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.



Physical Development



Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives9. 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.

Fine Motor

Develop the foundations of a handwriting style which is fast, accurate and efficient. All Aboard handwriting.

Continue to develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.

Fine motor skills are the small movements used for control and precision during activities. It is important to recognise that the development of fine motor skills happens through daily access to resources, activities and opportunities provided through continuous provision e.g., threading, play dough, building and creating, colouring, puzzles etc. All areas of learning are interconnected, and not all learning has a predetermined outcome.

Gross motor

UK Sports Coaching - Tennis
Sports Day activities and preparation

Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Develop overall body-strength, balance, co-ordination, and agility.

Funky Fingers, Dough Disco, Sensory Circuits

Complete separate fine motor writing assessment.

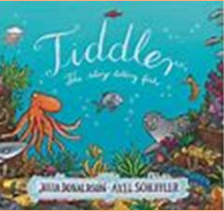
Assessment		Pre-Phonemic Stage				
Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings	Letter groups
						
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols		Letter strings move from L to R and move down the page	Separated by spaces to resemble different word words
Indicate initials below						
Aut 1						
Aut 2						
Spr1						
Spr2						
Sum 1						
Sum 2						

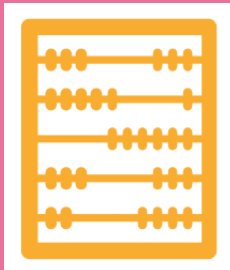
ELG Physical Development

Gross Motor: 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.

Fine Motor: Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

Specific Areas

Literacy  Peace At Last Nature is Calling One Day in our Blue Planet-A Day in the Savannah Frog's Summer Journey Tiddler What a Submarine Sees Commotion in the Ocean Somebody Swallowed Stanley Pirates Love Underpants The Pirates Next Door Super Duper You The Koala Who Could The Day the Crayons Quit 	<i>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 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).</i> COMPREHENSION Show awareness of the different audience for writing. Listen and understand what is being read. Answer simple questions about what they have heard, Retell a story in their own words. Name objects, characters and animals from a description. WORD READING Read some tricky words from Phase 4 e.g., do, when, out what, said, have, like, so. Read CVCC words Re-read what they have written to check that it makes sense. Read sentences using phonic knowledge, write digraphs and trigraphs. Know adjacent consonants – sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr. Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. WRITING Emergent writing: Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences sometimes using a capital letter and full stop. Confidently using the All Aboard phonics to write independently. Read writing to check it makes sense. Write short sentences with words with known letter-sound correspondences sometimes using a capital letter and full stop. Write a simple narrative in short sentences – may include a capital letter and full stop. Make phonetically plausible attempts when writing more complex unknown words e.g., using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently. Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Begin to discuss features of their own writing e.g., what is their character like? What is the solution to their story? Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g., using Phase 4 CCVCC	Book Vote and regular reading in class of fiction and non-fiction texts Headband Game PIRA Reading Assessments Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge. Plenty of opportunity within provision to write Add writing tools that encourage the children eg Stitch pens, Pirate people pen etc More opportunities for independent writing. Tales Toolkit – teacher led and in provision.			
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	Spell irregular common (tricky) words e.g., he, she, we, be, me independently. Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly. Follow All Aboard handwriting formation. Tales Toolkit Create own Tales Toolkit stories adding title, author, illustrations etc					
Phonics 	Assessment of All Aboard Phonics to date (inc Ph 2,3,4) Phase 5 Week 0 Consolidation through Week 0 Consolidation Phase 5 Week 1- ay, ou, ie, ea Tricky words- Mr, Mrs, Ms Week 2- oy, ir, ue, aw Tricky words- their, people, oh, there Week 3- wh, ew, oe Tricky words- looked, asked, called ELG Literacy Comprehension: 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. Word Reading: 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. Writing: 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.	Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.				
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.						
Mathematics 	White Rose Maths - Grouping and sharing		Complete PIRA Maths Assessment Summer			
	Exploring Sharing	Children will begin to develop an understanding of sharing. They will investigate what sharing is and describe equal sharing as fair and unequal sharing as unfair.	Maths Circle – mental maths sessions			
	Sharing	Children will build upon their knowledge of sharing from the previous small step and refine these skills further. Children will share practically for a purpose by having a number of objects to share between various people or groups.				
	Explore Groupings	Children have explored the method of sharing and will now move on to the method of grouping. When exploring grouping in this small step, children will				

		use their knowledge of equal and unequal groups to support them.				
	Grouping	Children build upon their knowledge of grouping from the previous step and refine these skills further. Children will group for a purpose and divide a set of objects by placing a certain number of them in each group. They will investigate how many groups they need in order to give out all their objects.				
	Even and Odd Sharing	In previous small steps, children have explored sharing and experienced fair and unfair sharing by identifying whether objects are left over. Children will now use these skills in this small step to identify whether a number is odd or even by sharing into two groups. Using language such as 'odd', 'even', 'equal' and 'unequal' will prompt children to make the links to the number of objects they are sharing.				
	Play with and build doubles	Children consolidate their learning of finding and making doubles. Continue to prompt them to explore, investigate and build doubles in a range of different contexts.				
	Visualise, build and map					
	Identify units of repeating patterns	Children will deepen their understanding of different patterns, and will begin to develop a secure knowledge of pattern rules and the ability to verbalise their thinking and explain it to others.				
	Create own patterns rules	Children expand on drawing out the rule in a given pattern and progress to creating their own repeating pattern rules. Children will need to have had lots of experience in identifying a rule in the previous small step. Support children by modelling your own rules and verbalising them as they are made. For example, when sorting buttons into patterns in a tray, explain why you have picked each button.				
	Explore own patterns rules	This small step focuses on children being able to verbalise and describe their own patterns as well as other children's patterns.				
	Replicate and build scenes and constructions	The second part of this block focuses on spatial reasoning. Replicating scenes in the small-world and construction areas develops children's thinking as to where objects are in relation to each other. This is the beginning of mapping.				

	Visualise from different positions	Children are encouraged to look at the world, structures and their own creations from different perspectives. This may be a new concept to children, so it is important to take time to explore different positions and perspectives through play, the outside environment and provision.				
	Describe positions	Children build on their knowledge of visualising from different perspectives and will now verbalise this by describing scenes using positional language.				
	Give instructions to build	Children use the spatial awareness skills they gained in previous small steps to give and follow instructions to build new models and scenarios. Practical activities are still encouraged, although children might naturally mark-make to explain their thinking or to emphasise a direction.				
	Make Connections					
	Deepen understanding	In this block, the focus is on making connections between all the aspects of maths that have been covered through the year. In this small step, we look at deepening this understanding through developing children's reasoning and problem-solving strategies.				
	Patterns and relationships	In the second small step of this block on making connections, children should be given opportunities to explore and investigate relationships between numbers, shapes and patterns to further deepen their understanding and explore possibilities. Classroom resources such as number rods, pattern blocks and unit construction blocks are particularly good for exploring these patterns and relationship				
ELG Mathematics Number: 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. Numerical Patterns: 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.						
Understanding the World	<i>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</i>		Communication: Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.			



extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Through a balance of guided, planned teaching and pursuing children's own learning within an enabling environment the children will begin to make sense of the physical world and their community. This document shows the knowledge, skills and understanding we plan to teach and the planned for experiences we will provide. This is in addition to following children's interests and their curiosity about their world.

History - Living Memory - What do we know about the Royal Family?

Name Queen Elizabeth

What significant events took place in her lifetime?

Learn about her achievements

Start to understand what the monarchy is.

History Vocabulary -

King Charles 111	Royal
Queen Elizabeth 11	Similar
Queen	After that
King	First
Buckingham Palace	Next
London	Timeline
Royal	Photography
Now	Compare
Past	Difference
Present	Similarity
Then	Same
Different	Castle
King	Crown
Prince	Royal
Princess	

Geog - How are places around the world different?

Creation of maps - Pirate maps

Learn about Brazil, in particular Mardi Gras celebrations and stories.

SCIENCE- Forces. How can I make a Boat Float?

Explore how to change how things work.

Explore how the wind can move objects.

Feel forces.

Explore shadows.

Explore Rainbows.

(link with DT also - Structures)

Vocabulary Forces - How can I make a Boat to Float?	Wind Air Blow Fast	Slow Turn Spin
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ICT- Computing

Purple Mash -6 piece pirate ship jigsaw- use drag skills to make the jigsaw

Observation: Explore the natural world around them by taking part in weekly forest school inspired 'Nature School' sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.

Make a Boat to Float activity

Floating and sinking testing in water play

Testing of materials in water play - are they waterproof? Would they be good to use on their boat designs?

	RE - What is special about our world?										
	Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6				
	What is special about our world?	Discovery table of natural objects to explore natural world	A special world – many people of religious faiths believe God is the creator – create things ourselves	What story do Christians tell us about how the world is created?	What story do Muslims tell us about how the world is created?	Recap the similarities and differences of creation stories.	What do you think is a special thing in our world? Share ideas.				
	ELG Understanding the World Past and Present: 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. People, Culture and Communities: 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. The Natural World: 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.										
Expressive Arts and Design 	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>Children will experience and develop a range of creative, artistic skills. The children will have daily, continuous access to a wide range of open ended, ambiguous resources allowing the opportunity to explore, experiment and develop their own creativity. They will have the opportunity to create collaboratively sharing Ideas and resources as well on solo work. Throughout the year the children will have the opportunity to return to and build on their previous learning, refining ideas and developing their ability to represent them. In addition, specific skills and/or experiences will be planned (see below).</i> DT - Boats To understand what waterproof means and to test whether materials are waterproof. To test and make predictions for which materials will float and sink. To compare the uses of boats. To investigate how the shape and structure of boats alters the way they move. To design a boat To create a boat based upon their own design.							Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Explore and engage in music making and dance, performing solo or in groups.			

DT Vocabulary - Boats

waterproof	prediction
material	variable
absorb	fair test
leak	experiment
wet	investigation
dry	investigation
prediction	float
variable	sink
fair test	pirate ship
experiment	ship
boat	watercraft
cruise ship	waterproof
fishing boat	boat
kayak	ship
ocean liner	watercraft
sail	junk
anchor	reeds
hull	waterproof
mast	float
rudder	sink
helm	types of boats and
poop deck	ships e.g. fishing
deck	boat, canoe, cruise
crow's nest	ship

Music-End of Year Show

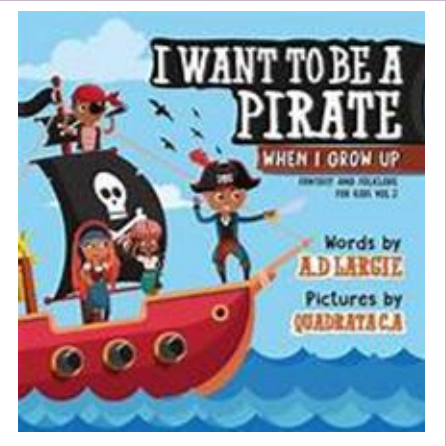
Focus for 2 weeks on an end of year show which allows the children to showcase their progression in EAD. This gives the the chance to perform in front of a large audience, speak clearly and aloud, follow instructions and directions, sing songs and dance in rhythm, work as part of a team. Parents and relatives invited to watch.

Vocabulary continued to be used where appropriate.
Pitch
Duration
Dynamics
Forte (loud/quiet)
Tap, shake, scrape
Conductor
Cat/monkey
Red/yellow
Start/stop

ELG Expressive Arts and Design

Design a boat to Float

End of year show performed to audience in Hall. Children use the Stage. Opportunity for solo singing performances. All children to speak (if appropriate).



	Creating with Materials: 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. Being Imaginative: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.					
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