

KEPS Reception Long Term Plan Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Me and my family.	The seasons.	Minibeasts.	Traditional tales.	Growing Plants.	Food.
Possible texts	Charlie and Lola: I Am Too Absolutely Small for School, Guess How Much I Love You, A Chair for My Mother, The Family Book, Who Are You? All Kinds of Families, All Are Welcome, Me, in the Middle, The Great Big Book of Families, Love Makes a Family, My Two Grandads, Is That Your Mama? When You Joined Our Family	Seasons come and seasons go, A stroll through the seasons, Elmer's Christmas, The Snowman, The Jolly Christmas Postman, Christmas Story / Nativity, Firefly Home, We're Going on a Leaf Hunt, Fletcher and the Falling Leaves, The Tiny Seed, Snow, The Snowy Day, Goodbye Winter, Hello Spring, And Then It's Spring, Summer Days and Nights, Mouse's First Summer, Goodbye Autumn, Hello Winter, Winter Sleep: A Hibernation Story, Tree: Seasons Come, Seasons Go, A Year in the Forest	The Woolly Bear Caterpillar, The Very Hungry Caterpillar, A Butterfly Is Patient, The Bee Book, Firefly Home, The Giant Jam Sandwich, Superworm, Snail Trail, Yucky Worms, Walter the Wonder Snail, Darwin's Super-Pooping Worm Spectacular, The Big Book of Bugs, Mad About Minibeasts!	The Three Little Pigs, Goldilocks and the Three Bears, Little Red Riding Hood, The Gingerbread Man, The Three Billy Goats Gruff, Jack and the Beanstalk, The Ugly Duckling, The Little Red Hen, Cinderella, Snow White and the Seven Dwarfs, The Elves and the Shoemaker, Hansel and Gretel, The Princess and the Pea, The Boy Who Cried Wolf, The Tortoise and the Hare	The Tiny Seed Oliver's Vegetables One Plastic Bag Jasper's Beanstalk Tree, The Extraordinary Gardener, Lulu Loves Flowers, The Little Gardener, The Wall and the Wild, Oliver's Vegetables, Bloom, Mama Miti: Wangari Maathai and the Trees of Kenya, Ten Seeds, A Seed is Sleepy, Titch, A Seed is Sleepy	Lighthouse Keeper's Lunch, Ten Fat Sausages, Nanette's Baguette, The Tiger Who Came to Tea, When Ice Cream Had A Meltdown, Daisy Eat Your Peas, Chocolate Cake, The Giant Jam Sandwich, Pumpkin Soup, Oliver's Pancakes, Faruq and the Wiri Wiri, Mama Panya's Pancakes, Papa's Butter Chicken, Which Food Will You Choose, Ketchup on Your Cornflakes?
Enrichment opportunities	Harvest Time Birthdays Halloween What do I want to be when I grow up? Welly walk	Guy Fawkes / Bonfire Night Remembrance Day Christmas Time / Nativity Black History Month Children in Need Welly walk Cooking	Welly walk Chinese New Year Internet Safety Day Cooking	Welly walk Mothers' day Planting seeds Easter time	Gardening – picking/eating/cooking produce Welly walk – what plants/crops are growing?	Welly walk Cooking – fruit kebabs, soup
Enhancements	Family figures in sandpit Family chains	Season themed tough trays Summer theme water tray	Minibeasts habitats tough tray	Ugly duckling water tray (ducks and swans)	Seed tough tray art.	
Assessment	Baseline assessment		Mid-point ELG assessment			ELG assessment
Parental involvement	Tapestry Phonics introduction Parents evening	Tapestry Nativity	Tapestry	Tapestry Parents evening	Tapestry	Tapestry School Reports Children's visits (Wednesdays)

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Theme	Me and my family.	The seasons.	Minibeasts.	Traditional tales.	Growing Plants.	Food.
Communication and Language	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.					
C&L is developed throughout the year through high quality interactions, daily group discussions, PSHE, stories, singing, speech and language interventions, EYFS productions, roleplay and through play.	Establish routines, questions, pairs discussions, talking and listening. Supported lunch table discussions. Show and Tell Everywhere Bear	Daily poems. Lining Up Songs Nativity Performance Show and Tell Everywhere Bear	Daily Nursery Rhymes Lining Up Songs Questioning visitors based on topic. Show and Tell Everywhere Bear	Daily poems Lining Up Songs Show and Tell Everywhere Bear	Daily Nursery Rhymes Lining Up Songs Show and Tell Everywhere Bear	Daily Poems Lining Up Songs Show and Tell Everywhere Bear

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Personal, Social and Emotional Development	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.					
Managing Self	School routines – Supported into school by parents/carers. Write class charter.	School routines – Independent entry to school and organising own belongings. I am managing my own basic hygiene and personal needs e.g. dressing, toileting and healthy food choices.	I can explain the reasons for why we have rules.	I know right from wrong and I try to behave accordingly.	I am confident when trying new activities.	I show perseverance in the face of challenge. I am developing in confidence, independence, resilience and perseverance.
Self - Regulation	I can understand why others may feel happy or sad because of events that have happened.	I confidently talk about my emotions and feelings and explain how and why I feel the way I do with good understanding.	I listen to the teacher and respond to them appropriately at all times.	I follow instructions from my teacher, even when given several actions.	I can work towards goals and show patience towards others and control my own behaviour without reminders from adults.	I follow instructions from my teacher, even when given several actions.
Building Relationships	I play with one or more children and converse with them to extend play.	I have multiple positive friendly relationships with children and adults in my setting.	I can think about the perspective of others	I have formed positive adult and peer friendships.	I work and play co-operatively, including turn taking, with others.	I show confidence when playing and talking to adults and friendship peers. I show sensitivity to my own needs. I show sensitivity to others needs

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Physical Development	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.					
Gross Motor Skills	Swimming Welly walks Playground equipment. PE	Welly walks Apparatus in hall. PE	Welly walks PE	Welly walks PE Circuits (jumping, balancing, fitness)	Swimming Welly walks PE Multiskills	Swimming Welly walks PE Sports day
Fine Motor Skills	Dough disco Threading activities Sitting straight at tables with reminders Hold a pencil with a tripod pincer grip.	Pegs to paper interventions Sitting straight at tables with reminders Hold a pencil with a tripod pincer grip.	Tweezers and sorting Sitting straight at tables with reminders Correctly hold a pencil and use it with good control and pressure.	Sit up at tall at the table with my feet on the floor. 90-90-90 position' – 90-degree angle at the feet/ankles, at the knees and at the elbows. Correctly hold a pencil and use it with good control and pressure.	Woodwork and use of tools Sit up at tall at the table with my feet on the floor. 90-90-90 position' – 90-degree angle at the feet/ankles, at the knees and at the elbows. Correctly hold a pencil and use it with good control and pressure.	Sit up at tall at the table with my feet on the floor. 90-90-90 position' – 90-degree angle at the feet/ankles, at the knees and at the elbows. Correctly hold a pencil and use it with good control and pressure.

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Theme	Me and my family.	The seasons.	Minibeasts.	Traditional tales.	Growing Plants.	Food.
Literacy	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)					
Comprehension	Joining in with rhymes and showing an interest in stories with repeated refrains. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Engage in extended conversations about stories, learning new vocabulary.	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using story maps. Retelling of stories. Editing of story maps and orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books	Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Timeline of how plants grow. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events	Information leaflets about animals in the garden/plants and growing. Stories from other cultures and traditions Retell a story with actions and /or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.	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, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.
Word reading	Level 2 Graphemes: s a t p i n m d g o c k c k e u r h b f l f f l l s s (saying /z/) Tricky words: to the no go l	Level 3 Graphemes j v w x y z z z q u c h s h th(voiced) th(unvoiced) ng ai ee igh oa oo(short) oo(long) ar or ur ow oi ear Tricky words: to the no go l he she we me be was my you	Level 3 Trigraphs, Consonant Digraphs, Letter Sounds and Vowel Digraphs Tricky words: they here all are was my we they	Level 4 CVCC words, CCVC words, Adjacent consonants, Polysyllabic words, Three-letter adjacent consonants Tricky words: said so have like come some were there little one do when out what	Consolidation Introduce Level 5 if appropriate	Consolidation Introduce Level 5 if appropriate
Writing	Own name	CVC words	Simple sentence containing CVC words. Dictated and self-composed.	Simple sentence containing CVCC and CCVC words. Dictated and self-composed.	More complex sentence building. Use of adjectives if appropriate.	Multiple sentences to form simple narrative.

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Maths	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.					
Number and Numerical Patterns	Match, sort and compare Talk about measure and patterns	It's me 1, 2, 3 Circles and triangles 1, 2, 3, 4, 5 Shapes with 4 sides	Alive in 5 Mass and capacity Growing 6, 7, 8	Length, height and time. Building 9 and 10 Explore 3-D shapes	To 20 and beyond How many now? Manipulate, compose and decompose	Sharing and grouping Visualise, build and map Make connections

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Understanding the World	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.					
Past and Present			Old transport – links to Yr 1 history topic. Visit to Haynes motor Museum.	Traditional tales from the past. Compare own lives with lives portrayed.	Local area day – what clues about the past can we find?	
People, Culture and Communities	All about me, my family.	Divali (01 Nov) Christmas (25 Dec) New Year (01 Jan)	Links to local police, fire service, ambulance, farmers, nurses (links to Yr 1 History – Florence Nightingale/Mary Seacole). Chinese New Year (29 Jan)	Roles of people in books. Links to own community.	What do farmers do? Local area day – describe own environment	
The Natural World		Seasonal changes (link to Yr 1 Science_	Minibeasts – (Link to Y1 Science- Animal habitats).		Focus on plants. Planting, nurturing, observing, tasting (links to Yr 1 Science). Growing caterpillars.	

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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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
Creating with Materials	Junk modelling Painting.	Making stained glass windows. Chalk.	Charcoal. Making insects	Clay dinosaurs.	Sculpture – birds.	Sewing
Being Imaginative and Expressive	Charanga Music Scheme Role Play Area – home corner.	Nativity Role Play Area – Puppet Theatre.	Charanga Music Scheme Role Play Area – Wood, insects and puppets.	Charanga Music Scheme Role Play Area – Puppet theatre with traditional tale puppets.	Charanga Music Scheme Role Play Area – Garden Centre.	Charanga Music Scheme Role Play Area – Café.

KEPS Reception Long Term Plan Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All about me!	Light and dark.	People who help us.	Dinosaurs.	Come outside.	The Seaside.
Possible texts	Nursery Rhymes Percy the Park Keeper – After the Storm Kipper’s Birthday The Gruffalo We’re Going on a Bear Hunt The Gingerbread Man Kipper’s Birthday	The Owl Who Was Afraid of the Dark Owl Babies Fox in the Night: A Science Storybook About Light and Dark Elmer’s Christmas The Snowman The Jolly Christmas Postman Christmas Story / Nativity Firefly Home	Amazing Machines: Awesome Ambulances Doctorsaurus Topsy and Tim: Meet the Police Real Superheroes You Can’t Call an Elephant in an Emergency When You’re Fast Asleep – Who Works at Night-Time?	The Dirty Great Dinosaur DK Dinosaur A-Z Mad about Dinosaurs! Dinosaurs Don’t Draw Harry and his Bucketful of Dinosaurs The Fossil Hunter: How Mary Anning Unearthed the Truth About Dinosaurs	The Tiny Seed Oliver’s Vegetables One Plastic Bag Jasper’s Beanstalk Tree, Seasons come and seasons go A stroll through the seasons	Lighthouse Keeper’s Lunch Under the Sea Non – Fiction P is for Passport The Journey Zoom Passport to Paris World Atlases Tiddler Someone’s Swallowed Stanley
Enrichment opportunities	Harvest Time Birthdays Favourite Songs Halloween What do I want to be when I grow up? Welly walk Cooking	Remembrance Day Guy Fawkes / Bonfire Night Christmas Time / Nativity Black History Month Stories by the Fireside Children in Need Welly walk Cooking	Career/parent visit Police visit Welly walk Chinese New Year Internet Safety Day Cooking	Lyme Regis visit Welly walk – what is growing? Mothers’ day Planting seeds Easter time Weather Forecast videos Cooking – stir fry (Thai food tasting) Frogspawn observation	Gardening – picking/eating produce Welly walk Butterfly hatching	Seaside/aquarium visit Welly walk
Enhancements		Remembrance sand tray theme,	Water tray – Coastguard playmobil Sand tray – construction machinery	Dinosaurs habitat (mud/plants) tough tray Fossils/brushes in sand tray	Plants tough tray	Seaside objects in sand – buckets, spades, shells, flags, water available to change consistency.
Assessment	Baseline assessment		Mid-point ELG assessment			ELG assessment
Parental involvement	Tapestry Phonics introduction Parents evening	Tapestry Nativity	Tapestry	Tapestry Parents evening	Tapestry	Tapestry School Reports Children’s visits (Wednesdays)

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Theme	All about me!	Light and dark.	People who help us.	Dinosaurs.	Come outside.	The Seaside.
Communication and Language C&L is developed throughout the year through high quality interactions, daily group discussions, PSHE, stories, singing, speech and language interventions, EYFS productions, roleplay and through play.	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.					
	Establish routines, questions, pairs discussions, talking and listening. Supported lunch table discussions. Show and Tell Everywhere Bear	Daily poems. Lining Up Songs Nativity Performance Show and Tell Everywhere Bear	Daily Nursery Rhymes Lining Up Songs Questioning visitors based on topic. Show and Tell Everywhere Bear	Daily poems Lining Up Songs Show and Tell Everywhere Bear	Daily Nursery Rhymes Lining Up Songs Show and Tell Everywhere Bear	Daily Poems Lining Up Songs Show and Tell Everywhere Bear

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Personal, Social and Emotional Development	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.					
Managing Self	School routines – Supported into school by parents/carers. Write class charter.	School routines – Independent entry to school and organising own belongings. I am managing my own basic hygiene and personal needs e.g. dressing, toileting and healthy food choices.	I can explain the reasons for why we have rules.	I know right from wrong and I try to behave accordingly.	I am confident when trying new activities.	I show perseverance in the face of challenge. I am developing in confidence, independence, resilience and perseverance.
Self - Regulation	I can understand why others may feel happy or sad because of events that have happened.	I confidently talk about my emotions and feelings and explain how and why I feel the way I do with good understanding.	I listen to the teacher and respond to them appropriately at all times.	I follow instructions from my teacher, even when given several actions.	I can work towards goals and show patience towards others and control my own behaviour without reminders from adults.	I follow instructions from my teacher, even when given several actions.
Building Relationships	I play with one or more children and converse with them to extend play.	I have multiple positive friendly relationships with children and adults in my setting.	I can think about the perspective of others	I have formed positive adult and peer friendships.	I work and play co-operatively, including turn taking, with others.	I show confidence when playing and talking to adults and friendship peers. I show sensitivity to my own needs. I show sensitivity to others needs

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Physical Development	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.					
Gross Motor Skills	Swimming Welly walks Playground equipment. PE	Welly walks Apparatus in hall. PE	Welly walks PE	Welly walks PE Circuits (jumping, balancing, fitness)	Swimming Welly walks PE Multiskills	Swimming Welly walks PE Sports day
Fine Motor Skills	Dough disco Threading activities Sitting straight at tables with reminders Hold a pencil with a tripod pincer grip.	Pegs to paper interventions Sitting straight at tables with reminders Hold a pencil with a tripod pincer grip.	Tweezers and sorting Sitting straight at tables with reminders Correctly hold a pencil and use it with good control and pressure.	Sit up at tall at the table with my feet on the floor. 90-90-90 position' – 90-degree angle at the feet/ankles, at the knees and at the elbows. Correctly hold a pencil and use it with good control and pressure.	Woodwork and use of tools Sit up at tall at the table with my feet on the floor. 90-90-90 position' – 90-degree angle at the feet/ankles, at the knees and at the elbows. Correctly hold a pencil and use it with good control and pressure.	Sit up at tall at the table with my feet on the floor. 90-90-90 position' – 90-degree angle at the feet/ankles, at the knees and at the elbows. Correctly hold a pencil and use it with good control and pressure.

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Literacy	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)					
Comprehension	Joining in with rhymes and showing an interest in stories with repeated refrains. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Engage in extended conversations about stories, learning new vocabulary.	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using story maps. Retelling of stories. Editing of story maps and orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Enjoys an increasing range of books	Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Timeline of how plants grow. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events	Information leaflets about animals in the garden/plants and growing. Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.	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, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.
Word reading We use Twinkle Phonics throughout the EYFS and KS1/KS2 to teach systematic phonics.	Level 2 Graphemes: s a t p i n m d g o c k c k e u r h b f l f l l s s s(saying /z/) Tricky words: to the no go l	Level 3 Graphemes j v w x y z z z q u c h s h th(voiced) th(unvoiced) ng ai ee igh oa oo(short) oo(long) ar or ur ow oi ear Tricky words: to the no go l he she we me be was my you	Level 3 Trigraphs, Consonant Digraphs, Letter Sounds and Vowel Digraphs Tricky words: they here all are was my we they	Level 4 CVCC words, CCVC words, Adjacent consonants, Polysyllabic words, Three-letter adjacent consonants Tricky words: said so have like come some were there little one do when out what	Consolidation Introduce Level 5 if appropriate	Consolidation Introduce Level 5 if appropriate
Writing	Own name	CVC words	Simple sentence containing CVC words. Dictated and self-composed.	Simple sentence containing CVCC and CVC words. Dictated and self-composed.	More complex sentence building. Use of adjectives if appropriate.	Multiple sentences to form simple narrative.

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Theme	All about me!	Light and dark.	People who help us.	Dinosaurs.	Come outside.	The Seaside.
Maths At KEPS, we follow the White Rose Maths small steps which we supplement with the Mastering Number programme to build fluency and number sense.	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.					
Number and Numerical Patterns	Match, sort and compare Talk about measure and patterns	It's me 1, 2, 3 Circles and triangles 1, 2, 3, 4, 5 Shapes with 4 sides	Alive in 5 Mass and capacity Growing 6, 7, 8	Length, height and time. Building 9 and 10 Explore 3-D shapes	To 20 and beyond How many now? Manipulate, compose and decompose	Sharing and grouping Visualise, build and map Make connections

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All about me!	Light and dark.	People who help us.	Dinosaurs.	Come outside.	The Seaside.
Understanding the World	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.					
Past and Present		How did we celebrate Christmas in the past?		Understand past/present/future (links to history)	Local Area Day (Links to History)	Discuss features of seaside – what is from the past?
People, Culture and Communities	All about me, my family.	Diwali (01 Nov) Christmas (25 Dec) New Year (01 Jan)	Links to local police, fire service, ambulance, farmers, nurses (links to Yr 1 History – Florence Nightingale/Mary Seacole). Chinese New Year (29 Jan)	Easter		
The Natural World	Ourselves – (Link to Y1 Science).	What animals live in the dark? Seasonal changes (link to Yr 1 Science_	Vets		Focus on plants. Planting, nurturing, observing, tasting (links to Yr 1 Science). Growing caterpillars.	Visit to Lyme Regis and aquarium. Learn about aquatic animals.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All about me!	Light and dark.	People who help us.	Dinosaurs.	Come outside.	The Seaside.
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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
Creating with Materials	Junk modelling Painting.	Making simple mechanisms. Chalk.	Charcoal. Flora and Fauna art	Clay dinosaurs.	Sculpture – own choice.	Sewing
Being Imaginative and Expressive	Charanga Music Scheme Role Play Area Superheroes costumes and mask making.	Nativity Role Play Area – Puppet Theatre	Charanga Music Scheme Role Play Area – Doctors Surgery	Charanga Music Scheme Role Play Area	Charanga Music Scheme Role Play Area – Garden Centre	Charanga Music Scheme Role Play Area – Ice cream parlour.

