



## EYFS Long Term Plan

### Over Arching Principles

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

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

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

**Learning and Development:** Children develop and learn at different rates. We must be aware of children who need greater support than others.

*Young children learn best through first-hand experience and when they are interested and motivated to learn, they develop a love of learning. We aim to provide every child with the skills to become a happy, independent and curious lifelong learner. Our priority is that our provision provides a high level of engagement and active learning through a range of learning opportunities. Ultimately, we help children today to prepare for their tomorrow.*

*At Sharow CE Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS settings has an underlying ethos of 'learning through play'. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'. EYFS Team*

***We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.***

### At Sharow CE Primary school "We promise to flourish together".

### Our Vision and Values

When we flourish, we:






- Are healthy in body and mind
- Have flair
- Have a love of learning
- Are resilient and possess self-belief
- Recognise our own successes
- Experience positive relationships
- Are inquisitive, active learners
- Have the confidence to shine and grow

Our vision is lived out through our Christian values of

- **Community**
- **Courage**
- **Creativity**
- **Forgiveness**
- **Joy**
- **Love**
- **Respect**

We make our promise, as God made his, and use the symbol of the rainbow to remind us; just like in the story of Noah's Ark in the Bible.

*Genesis 9:17*

<b>COEL</b>	<p>Woven throughout all areas of our curriculum are the characteristics of effective learning, which help us to monitor whether children are engaged, motivated and thinking, therefore learning. We regularly consider how our interactions, positive relationships and enabling environments provide opportunities for children to develop these alongside the prime areas of learning.</p> <ul style="list-style-type: none"> <li>• <b>Playing and Exploring</b> - children investigate and experience things and 'have a go'</li> <li>• <b>Active Learning</b> - children concentrate and keep on trying even if they encounter difficulties, and enjoy their achievements</li> <li>• <b>Creating and Thinking Critically</b> - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</li> </ul>					
<p>Overview of sequence of learning - progression of skills and knowledge.</p>	<p>We understand that children develop in individual ways and at varying rates - physically, cognitively, linguistically, socially and emotionally, however, have planned the sequence of learning below based on typical expected development. This is in addition to our own bespoke planned activities which will excite and inspire our children and 'key knowledge' we would like our children to remember. We value repetition greatly and there is evidence of this within this long-term plan. This is purposeful to ensure children embed language, understanding, skills and knowledge and apply these within a range of contexts.</p>					
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Theme</b>	<p><i>Marvellous Me!</i></p> 	<p><i>Let's Celebrate!</i></p> 	<p><i>Once Upon a Time... (Fairy tales)</i></p> 	<p><i>Out of this World!</i></p> 	<p><i>Amazing Animals</i></p> <p><b>AMAZING ANIMALS</b></p> <p><b>Big AND SMALL</b></p>	<p><i>Fun at the Seaside</i></p> 



<b>Focus Topics</b>  (Please note, these may be adapted to follow children's particular interests and these updates will be noted within our weekly planning)	<i>All about me</i>  <i>My Body</i>  <i>My Family</i>  <i>My Feelings</i>  <i>Autumn</i>  <i>Harvest</i>	<i>Remembrance Day</i>  <i>Diwali</i>  <i>Birthdays</i>  <i>Christmas</i>  <i>Nativity</i>	<i>Goldilocks and the Three Bears</i>  <i>The Gingerbread Man</i>  <i>The Three Little Pigs</i>	<i>Space &amp; Rockets</i>  <i>Planets &amp; Aliens</i>  <i>Who is Neil Armstrong?</i>  <i>Springtime</i>	<i>Dinosaurs</i>  <i>Habitats</i>  <i>Life Cycles</i>  <i>Wild animals</i>  <i>Taking care of animals</i>	<i>Underwater worlds</i>  <i>Pirates</i>  <i>Mermaids</i>  <i>Dig for fossils</i>
<b>'WOW' Moments/ Enhancements</b>	<ul style="list-style-type: none"> <li>• Harvest Festival</li> <li>• Autumn treasures walk- Visit the woods-what signs of Autumn can we see?</li> <li>• Dentist Visit (oral hygiene)</li> <li>• Learning together days</li> </ul>	<ul style="list-style-type: none"> <li>• Crosses on war graves</li> <li>• Visit from Santa!</li> <li>• Christmas lunch &amp; Party!</li> <li>• Christmas Carols around the tree</li> <li>• Nativity Play</li> <li>• Advent</li> <li>• Diwali workshop</li> </ul>	<ul style="list-style-type: none"> <li>• School visit to Studfold Farm Adventure</li> <li>• Winter Walk</li> <li>• Baking - A Gingerbread Man</li> <li>• Porridge tasting</li> <li>• Safer Internet Day</li> </ul>	<ul style="list-style-type: none"> <li>• Easter service</li> <li>• Mother's Day</li> <li>• World Book Day</li> <li>• Pop-bottle rocket launch competition</li> <li>• Observatory and planetarium visit</li> <li>• Gardening</li> </ul>	<ul style="list-style-type: none"> <li>• Sports Week</li> <li>• School visit to Butterfly World or local farm</li> <li>• Grow a butterfly</li> <li>• Visitor- Lucie's Animal Rescue</li> </ul>	<ul style="list-style-type: none"> <li>• School visit to an aquarium or the beach</li> <li>• Summer Fayre</li> <li>• New starters</li> <li>• Transition</li> <li>• Celebration Service</li> <li>• KS2 play</li> <li>• Father's Day</li> </ul>
<b>Literacy Drawing Club: Book Tale Animations</b>		<ul style="list-style-type: none"> <li>• Superworm</li> <li>• Little Red Hen</li> <li>• Bananaman meeting Dr Gloom</li> <li>• Room on the Broom</li> </ul>	<ul style="list-style-type: none"> <li>• The Hairy Toe</li> <li>• Little Red Riding Hood</li> <li>• Trapdoor</li> </ul>	<ul style="list-style-type: none"> <li>• Would you Rather...?</li> <li>• The Magic Porridge Pot</li> <li>• Popeye</li> </ul>	<ul style="list-style-type: none"> <li>• Farmer Duck</li> <li>• Hansel &amp; Gretel</li> <li>• Pink Panther</li> <li>• Dear Zoo</li> </ul>	<b>Nursery:</b> <ul style="list-style-type: none"> <li>• The Night Pirates</li> <li>• The Enormous Turnip</li> <li>• Captain Pugwash</li> </ul>




		<ul style="list-style-type: none"> <li>• Rapunzel</li> <li>• Wacky Races</li> </ul>	<ul style="list-style-type: none"> <li>• We're going on a Bear Hunt</li> <li>• Jack and the Beanstalk</li> <li>• Roadrunner</li> </ul>	<ul style="list-style-type: none"> <li>• The Tiger Who Came to Tea</li> <li>• Chicken Licken</li> <li>• Mr Benn-zookeeper</li> </ul>	<ul style="list-style-type: none"> <li>• Three Billy Goats Gruff</li> <li>• Bat Fink</li> </ul>	<p><b>Reception:</b> <b>The Write Stuff Units</b></p> <ul style="list-style-type: none"> <li>• The rainbow fish - narrative</li> <li>• If sharks disappeared - non-fiction - report</li> </ul>
<p><b>Other High-Quality Texts</b></p>	<ul style="list-style-type: none"> <li>• Our Class is a Family</li> <li>• Stickman</li> <li>• Leaf Man</li> <li>• Funny Bones</li> <li>• The Colour Monster</li> <li>• Perfectly Norman</li> </ul>	<ul style="list-style-type: none"> <li>• Where the Poppies Now Grow</li> <li>• When's My Birthday? by Julie Fogliano and Christian Robinson</li> <li>• Dipal's Diwali</li> <li>• Jolly Christmas Postman</li> <li>• Dear Santa</li> <li>• The Christmas Story</li> </ul>	<ul style="list-style-type: none"> <li>• Little Red Riding Hood</li> <li>• Goldilocks and the Three Bears</li> <li>• The Enormous Turnip</li> <li>• Jack and the Beanstalk</li> <li>• The Three Little Pigs</li> <li>• The True Story of the Three Little Pigs</li> <li>• The Three Little Wolves and the Big Bad Pig</li> </ul>	<ul style="list-style-type: none"> <li>• Roaring Rockets</li> <li>• Whatever Next!</li> <li>• The Way Back Home</li> <li>• How to Catch a Star</li> <li>• Look Inside Space</li> <li>• The Skies Above my Eyes</li> <li>• Laika: Astronaut Dog</li> <li>• Aliens Love Underpants</li> <li>• Hidden Figures</li> </ul>	<ul style="list-style-type: none"> <li>• Tyrannosaurus Drip</li> <li>• Harry and his bucketful of dinosaurs</li> <li>• The Street Beneath my Feet</li> <li>• Life cycle books (non-fiction)</li> </ul>	<ul style="list-style-type: none"> <li>• The Storm Whale</li> <li>• Sharing a shell</li> <li>• Clean Up!</li> <li>• Seaside Poems</li> <li>• Billy's Bucket</li> <li>• Tiddler</li> <li>• The Rainbow Fish</li> <li>• The Night Pirates</li> </ul>



SMSC	<b>Mutual respect</b> We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.		<b>Mutual Tolerance</b> Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.		<b>Rule of law</b> We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.		<b>Individual liberty</b> We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.		<b>Democracy</b> We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.		<b>British Values</b> Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.	
	Suggested Diversity Texts <i>(used throughout whole year)</i>	<b>BAME Main Characters</b> <ul style="list-style-type: none"><li>• So Much. T Cooke</li><li>• Full, Full Full of Love. T Cooke</li><li>• Izzy Gizmo. P Jones</li><li>• Julian is a Mermaid. J Love</li><li>• Little People Big Dreams Books. MIS Vegara</li><li>• The Proudest Blue. I Muhammed</li><li>• Ruby's Worry. T Percival</li><li>• If all the World Were.... J Coelho</li></ul>		<b>Cultural Diversity</b> <ul style="list-style-type: none"><li>• The big book of families</li><li>• Maisie's Scrapbook. S Narh</li><li>• Hats of Faith. M Cohan-Petrolino</li><li>• The Jasmine Sneeze. N Kaadan</li><li>• Golden Domes and Silver Lanterns. H Khan</li></ul>		<b>Neuro Diversity</b> <ul style="list-style-type: none"><li>• We're all Wonders. R J Palacio</li><li>• Perfectly Norman. T Percival</li><li>• Incredible you. R Brisenden</li><li>• Because. M Willems</li><li>• What makes me a me? B Faulks</li><li>• The Unbudgeable Curmudgeon. M Burgess</li></ul>		<b>Physical Disabilities</b> <ul style="list-style-type: none"><li>• It's Ok to be Different. T Parr</li><li>• When Charlie met Emma. A Webb</li><li>• Only One You. L Kranz</li><li>• Giraffes can't Dance. G Andreae</li></ul>		<b>Different Families</b> <ul style="list-style-type: none"><li>• The Girl with Two Dads. M Elliot</li><li>• The Pirate Mums. J Lancet-Grant</li><li>• And Tango Makes Three. J Richardson</li><li>• Uncle Bobby's Wedding. S Bannen</li><li>• We are Family. P Hegarty</li><li>• Love Makes a Family. S Beer</li></ul>		




Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p>Little Wandle Phonics</p> <p>RECEPTION</p>	<p><b>Week 1-</b> s a t p</p> <p><b>Week 2-</b> i n m d</p> <p><b>Week 3-</b> g o c k <b>is</b></p> <p><b>Week 4-</b> c k e u r <b>I</b></p> <p><b>Week 5-</b> h b f l <b>the</b></p>	<p><b>Week 1-</b> ff ll ss j <b>as</b></p> <p><b>Week 2-</b> v w x y <b>and</b> <b>has his her</b></p> <p><b>Week 3-</b> z zz qu ch words with -s /s/ added at the end <b>go</b> <b>no to into</b></p> <p><b>Week 4-</b> sh th ng nk <b>she he of</b></p> <p><b>Week 5-</b> words with -s /s/ added at the end Words ending in s /z/ and with -s /z/ added at the end</p>	<p><b>Week 1-</b> ai ee igh oa</p> <p><b>Week 2-</b> oo oo ar or <b>was you they</b></p> <p><b>Week 3-</b> ur ow oi ear <b>my by all</b></p> <p><b>Week 4-</b> air er words with double letters: dd mm tt bb rr gg pp <b>are sure</b> <b>pure</b></p> <p><b>Week 5-</b> longer words</p>	<p><b>Week 1-</b> ai ee igh oa oo oo ar or ur ow oi ear</p> <p><b>Week 2-</b> ai ee igh oa oo oo ar or ur ow oi ear er air Words with double letters Longer words</p> <p><b>Week 3-</b> words with two or more digraphs</p> <p><b>Week 4-</b> longer words Words ending in -ing Compound words</p> <p><b>Week 5-</b> Longer words Words with s /z/ in the middle Words with -s /s/ /z/ at the end Words with -es /z/ at the end</p>	<p><b>Week 1-</b> Short vowels CVCC <b>said</b> <b>so have like</b></p> <p><b>Week 2-</b> Short vowels CVCC CCVC <b>some come love do</b></p> <p><b>Week 3-</b> Short vowels CCVCC CCVC CCVCC <b>were here little</b> <b>says</b></p> <p><b>Week 4-</b> Longer words Compound words <b>there when what</b> <b>one</b></p> <p><b>Week 5-</b> root words ending in - ing, -ed /t/, -ed /id/ /ed/, -ed /d/ <b>out today</b></p>	<p><b>Week 1-</b> Long vowel sounds CVCC CCVC</p> <p><b>Week 2-</b> Long vowel sounds CCVC CCVC CCV CCVCC</p> <p><b>Week 3-</b> Phase 4 words with -s /s/ at the end Phase 4 words with -s /z/ at the end Phase 4 words with -es /z/ at the end Longer words</p> <p><b>Week 4-</b> Root words ending in: - ing, -ed /t/, -ed /id/ /ed/, -ed /d/</p> <p><b>Week 5-</b> Root words ending in -er, -est Longer words</p>





Little Wandle Foundation Phonics  NURSERY	Rhyme Time & Sharing Stories	Week 1- s Week 2- a Week 3- t Week 4- p Week 5- i Week 6- n	Week 1- m Week 2- d Week 3- g Week 4- o Week 5- c Week 6- k Week 7- e	Week 1- u Week 2- r Week 3- h Week 4- b Week 5- f Week 6- l Week 7- j	Week 1- v Week 2- w Week 3- y Week 4- z Week 5- qu Week 6- ch	Week 1- ck Week 2- x Week 3- sh Week 4- th Week 5- ng Week 6- nk
	Phonemic awareness focus: Teach the children to <b>hear</b> and <b>identify</b> the same initial sound for words and names of objects. Move on to <b>articulate</b> sounds correctly.					
	Oral blending focus: Teach children to blend a wide range of words using oral blending when playing.					


  White Rose Maths  RECEPTION	Autumn Term						
	Settling in Weeks 1-2	Match, Sort & Compare Weeks 3-4	Talk about Measure & Pattern Weeks 5-6	It's me 123 Weeks 7-8	Circles & Triangles Week 9	1,2,3,4,5 Week 10-11	Shapes with 4 sides Week 12
	*Baseline Assessment  Build trusting relationships  Ensure children have good levels of well-being and involvement to be ready to learn.	<ul style="list-style-type: none"><li>- Matching the same</li><li>- Comparing different</li><li>- Sorting</li><li>- Odd one out</li><li>- Comparing amounts/size/mass /capacity</li><li>- Using balance scales</li><li>- Make simple patterns</li></ul>	<ul style="list-style-type: none"><li>- Compare size</li><li>- Compare mass</li><li>- Compare capacity</li><li>- Explore simple patterns</li><li>- Copy and continue simple patterns</li><li>- Create simple patterns</li></ul>	<ul style="list-style-type: none"><li>- Find 1, 2 and</li><li>- Subitise 1, 2 and 3</li><li>- Represent 1, 2 and 3</li><li>- 1 more / 1 less</li><li>- Composition of 1, 2 and 3</li></ul>	<ul style="list-style-type: none"><li>- Identify &amp; name circles and triangles</li><li>- Compare circles and triangles</li><li>- Shapes in the environment</li><li>- Describe position</li></ul>	<ul style="list-style-type: none"><li>- Find 4 and 5</li><li>- Subitise 4 and 5</li><li>- Represent 4 and 5</li><li>- 1 more / 1 less</li><li>- Composition of 4 and 5</li><li>- Composition of 1-5</li></ul>	<ul style="list-style-type: none"><li>Identify and name shapes with 4 sides</li><li>Combine shapes with 4 sides</li><li>Shapes in the environment</li><li>My day and night</li></ul>



<b>NURSERY</b>	Getting to know you	Colours Matching & Sorting	Number 1	Number 2	Patterns	Consolidation
	<b>Spring Term</b>					
<b>RECEPTION</b>	<b>Alive in 5</b> <i>Weeks 1-2</i>	<b>Mass &amp; Capacity</b> <i>Week 3</i>	<b>Growing 6,7,8</b> <i>Weeks 4-5</i>	<b>Length, Height &amp; Time</b> <i>Weeks 6-7</i>	<b>Building 9 and 10</b> <i>Weeks 8-10</i>	<b>Explore 3D Shapes</b> <i>Weeks 11-12</i>
	<ul style="list-style-type: none"> <li>- Introduce zero</li> <li>- Find 0 to 5</li> <li>- Subitise 0 to 5</li> <li>- Represent 0 to 5</li> <li>- 1 more / 1 less</li> <li>- Composition</li> <li>- Conceptual subitising to 5</li> </ul>	<ul style="list-style-type: none"> <li>- Compare mass</li> <li>- Find a balance</li> <li>- Explore capacity</li> <li>- Compare capacity</li> </ul>	<ul style="list-style-type: none"> <li>- Find 6, 7 and 8</li> <li>- Represent 6, 7 and 8</li> <li>- 1 more / 1 less</li> <li>- Composition of 6, 7 and 8</li> <li>- Make pairs-odd and even</li> <li>- Double to 8 (find a double)</li> <li>- Double to 8 (make a double)</li> </ul>	<ul style="list-style-type: none"> <li>- Explore length</li> <li>- Compare length</li> <li>- Explore height</li> <li>- Compare height</li> <li>- Talk about time</li> <li>- Order and sequence time</li> </ul>	<ul style="list-style-type: none"> <li>- Find 9 and 10</li> <li>- Compare numbers to 10</li> <li>- Represent 9 and 10</li> <li>- Conceptual subitising to 10</li> <li>- 1 more / 1 less</li> <li>- Composition to 10</li> <li>- Bonds to 10 (2 parts)</li> <li>- Make arrangements of 10</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise and name 3-D shapes</li> <li>- Find 2-D shapes within 3-D shapes</li> <li>- Use 3-D shapes for tasks</li> <li>- 3-D shapes in the environment</li> <li>- Identify more complex patterns</li> <li>- Copy and continue patterns</li> <li>- Patterns in the environment</li> </ul>
<b>NURSERY</b>	Number 3	Number 4	Number 5	Number 6	Height & Length	Mass Capacity





	Summer Term					
	To 20 and Beyond Weeks 1-2	How many Now? Week 3	Manipulate, Compose & decompose Weeks 4-5	Sharing & Grouping Weeks 6-7	Visualise, Build & Map Weeks 8-10	Make Connections Week 11
RECEPTION	<ul style="list-style-type: none"> <li>- Build numbers beyond 10 (10 -13)</li> <li>- Continue patterns beyond 10 (10-13)</li> <li>- Build numbers beyond 10 (14-20)</li> <li>- Continue patterns beyond 10 (14-20)</li> <li>- Verbal counting beyond 20</li> <li>- Verbal counting patterns</li> </ul>	<ul style="list-style-type: none"> <li>- Add more</li> <li>- How many did I add?</li> <li>- Take away</li> <li>- How many did I take away?</li> </ul>	<ul style="list-style-type: none"> <li>- Select shapes for a purpose</li> <li>- Rotate shapes</li> <li>- Manipulate shapes</li> <li>- Explain shape arrangements</li> <li>- Compose shapes</li> <li>- Decompose shapes</li> <li>- Copy 2-D shape pictures</li> <li>- Find 2-D shapes within 3-D shapes</li> </ul>	<ul style="list-style-type: none"> <li>- Explore sharing</li> <li>- Sharing</li> <li>- Explore grouping</li> <li>- Grouping</li> <li>- Even and odd sharing</li> <li>- Play with and build doubles</li> </ul>	<ul style="list-style-type: none"> <li>- Identify units of repeating patterns</li> <li>- Create own pattern rules</li> <li>- Explore own pattern rules</li> <li>- Replicate and build scenes and constructions</li> <li>- Visualise from different positions</li> <li>- Describe positions</li> <li>- Give instructions to build</li> <li>- Explore mapping</li> </ul>	<ul style="list-style-type: none"> <li>- Deepen understanding</li> <li>- Patterns and relationships</li> </ul> <p>Week 12- Consolidation</p>
NURSERY	Sequencing Positional Language	More than/fewer	2D Shapes 3D Shapes	More or less Number Composition	What comes after? What comes before?	Numbers to 5 On the Move
 <b>PSHE</b>	<u><b>Me and My Relationships</b></u> I can talk about the relationships I have at home with my family and friends I know about different family structures I can describe a good friend		<u><b>My Healthy Lifestyle</b></u> I know that oral hygiene is important I know that eating fruits and vegetables in moderation is	<u><b>Keeping Myself Safe</b></u> I can look after my mind and body and safely take risks through discussions with adults or by	<u><b>Becoming an Active Citizen</b></u> I know right from wrong I know how to make the right choices and the	<u><b>Me and My Future</b></u> I can greet and interact with friends, sharing thoughts and resources patiently; valuing self and other and be willing to



			healthy for our teeth, bodies and mind	making informed choices based on previous experiences.	consequences of not making the right ones I know how to be helpful to others and how this will make them feel	persists and not be daunted by failure. I am proud of who I am. I have the confidence to persevere even something is difficult I can show determination and resilience when learning something new.
RE	<u>Being Special- why do we belong?</u> <ul style="list-style-type: none"><li>- Re-tell religious stories making connections with personal experiences</li><li>- Share and record occasions when things have happened in their lives that made them feel special</li><li>- Recall simply what happens at a traditional Christian infant baptism</li></ul>	<u>Why is Christmas special for Christians?</u> <ul style="list-style-type: none"><li>- Christians believe God came to Earth in human form as Jesus</li><li>- Christians believe Jesus came to show that all people are precious and special to God</li></ul>	<u>Why is the word God so important to Christians?</u> <ul style="list-style-type: none"><li>- The word God is a name</li><li>- Christians believe God is the creator of the universe</li><li>- Christians believe God made our wonderful world so we should look after it</li></ul>	<u>Why is Easter special to Christians?</u> <ul style="list-style-type: none"><li>- Christians remember Jesus' last week at Easter</li><li>- Jesus' name means 'he saves us'</li><li>- Christians believe Jesus came to show God's love</li><li>- Christians try to show love to other</li></ul>	<u>What places are special and why?</u> <ul style="list-style-type: none"><li>- Show an awareness that some religious people have places which have special meaning for them</li><li>- Talk about the things that are special and valued in a place of worship</li><li>- Identify some significant</li></ul>	<u>What times/stories are special and why?</u> <ul style="list-style-type: none"><li>- Give examples of special occasions and suggest features of a good celebration</li><li>- Recall simple stories connected with Christmas/ Easter and a festival from another faith</li><li>- Say why Christmas/ Easter and a festival from another faith are</li></ul>

	<ul style="list-style-type: none"> <li>- Recall simply what happens when a baby is welcomed into Islam.</li> </ul>				features of sacred places <ul style="list-style-type: none"> <li>- Recognise a place of worship</li> </ul>	special times for believers.
 <p><b>Real PE</b></p>	<b>Personal</b> <b>Follow Instructions:</b> <ul style="list-style-type: none"> <li>• I enjoy working on simple tasks with help.</li> </ul> <p>In this unit, the children will develop and apply their footwork and one leg balance through focused thematic stories, songs and games.</p>	<b>Social</b> <b>Play with Others:</b> <ul style="list-style-type: none"> <li>• I can play with others and take turns and share with help.</li> </ul> <p>In this unit, the children will develop and apply their jumping and landing and seated balance through focused thematic stories, songs and games</p>	<b>Cognitive</b> <b>Follow Rules:</b> <ul style="list-style-type: none"> <li>• I can follow simple instructions.</li> </ul> <p>In this unit, the children will develop and apply their dynamic balance on a line and stance through focused thematic stories, songs and games.</p>	<b>Creative</b> <b>Observe and Copy:</b> <ul style="list-style-type: none"> <li>• I can observe and copy others.</li> </ul> <p>In this unit, the children will develop and apply their ball skills and counter balance with a partner through focused thematic stories, songs and games.</p>	<b>Physical</b> <b>Move in different ways:</b> <ul style="list-style-type: none"> <li>• I can move confidently in different ways</li> </ul> <p>In this unit, the children will develop and apply their sending and receiving and reaction and response through focused thematic stories, songs and games.</p>	<b>Health &amp; Fitness</b> <b>Exercise &amp; good health:</b> <ul style="list-style-type: none"> <li>• I am aware of the changes to the way I feel when I exercise.</li> </ul> <p>In this unit, the children will develop and apply their ball chasing and floor work balance through focused thematic stories, songs and games.</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Reception Baseline assessments</li> <li>• Observations</li> <li>• Phonics Tracker</li> <li>• Maths Checkpoints</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Phonics Tracker</li> <li>• Maths Checkpoints</li> <li>• Moderation (staff meeting)</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Phonics Tracker</li> <li>• Maths Checkpoints</li> <li>• Pupil Progress- Who is/isn't on track?</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Phonics Tracker</li> <li>• Maths Checkpoints</li> <li>• Moderation (staff meeting)</li> <li>• Parents Consultations</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Phonics Tracker</li> <li>• Maths Checkpoints</li> <li>• Pupil Progress- Who is/isn't on track?</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Phonics Tracker</li> <li>• Maths Checkpoints</li> <li>• Moderation (staff meeting)</li> </ul>



	<ul style="list-style-type: none"><li>• Pupil Progress- Who is/isn't on track?</li><li>• Parents Consultations</li></ul>	<ul style="list-style-type: none"><li>• Pupil Progress- Who is/isn't on track?</li></ul>		<ul style="list-style-type: none"><li>• Pupil Progress- Who is/isn't on track?</li></ul>		<ul style="list-style-type: none"><li>• Pupil Progress- Who is/isn't on track?</li><li>• EYFS Profile</li><li>• End of Year Reports</li></ul>
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