




Puddletown First School Long Term Planning 2022-2023

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Wonderful Me	Come and join the celebration	If you go down to the woods today.....	Above and Beyond	Down on the farm	Let's explore
Harmony Principle	The Principle of Diversity	The Principle of Oneness	The Principle of Interdependence	The Principle of Cycle	The Principle of Health	The Principle of Adaptation
Enquiry Question	What makes me special?	What and how do we celebrate?	Why do Polar Bears live in the Arctic?	Why do we have day and night?	What food do we get from farms?	What is different about the Seaside and Puddletown?
Intention	Celebrating the uniqueness of every child and valuing difference in our class.	Learning to celebrate special people and special times together.	Noticing what happens in nature outside our classroom and why animals need certain environments to thrive.	Learning about cycles in nature and finding out why we have seasons.	Learning about where food comes from and how to make healthy choices.	Learning about our local area and how it compares to a seaside environment.
Geometry	Human Body	Maths Sacred geometry / Islamic design	Art / Artists	Architecture The Golden Ratio/ Fibonacci	Plants	Animals
Sustainability Theme	Settling into school life, first half term	Appreciating others for what they do	Growing projects in the reception garden /school	Recycling in our school	Finding out what food comes from our local area	Water cycle Looking after our Marine and Coast
Great works	Open afternoon - self portrait gallery	Christmas Production	Open afternoon - Bear themed	Space Day	Visit to a local farm	Visit to the Sea life Centre or trip to Swanage on the train.
Communication and Language 	<i>Understand how to listen carefully and why listening is important.</i> <i>Engage in story times</i> , rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. <i>Understand ‘why’ questions.</i> <i>Use sentences 4-6 words.</i> <i>Use talk to organise play.</i>	Listen in familiar & new situations. <i>Engage in story times.</i> Maintain attention in new situations. <i>Ask questions to find out more and to check they understand what has been said to them.</i> Follow <i>instructions with 2 parts</i> in a familiar situation. <i>Start a conversation with peers and familiar adults and continue for many turns.</i> <i>Develop social phrases</i>	Listen attentively in a range of situations. Maintain attention during appropriate activity. <i>Engage in non-fiction books.</i> Consider the listener and take turns. <i>Use talk to organise/stand for something else in play.</i> Begin to use past tense. Begin to recount past events.	Understand why listening is important. Maintain attention in different contexts. <i>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</i> <i>Ask questions to find out more and check understanding.</i> <i>Articulate their ideas and thoughts in well-formed sentences.</i> <i>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</i> <i>Begin to connect one idea or action to another using a range of connectives.</i> Describe events in some detail.	Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. <i>Describe events in some detail.</i> Express ideas about feelings and experiences. <i>Articulate their ideas and thoughts in well-formed sentences.</i> Use language to reason.	Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. <i>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</i> Speak in well-formed sentences with some detail. <i>Use new vocabulary in different contexts.</i> Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.
	<i>Learn new vocabulary</i> <i>Use new vocabulary through the day</i>	<i>Listen carefully to rhymes and songs, paying attention to how they sound.</i> <i>Learn rhymes, poems, and songs.</i>			<i>Use new vocabulary in different contexts</i> <i>Listen to and talk about stories to build familiarity and understanding.</i>	


Literacy		Comprehension: Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.	Comprehension: Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to ‘who’, ‘where’ ‘what’ and ‘when’ questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play.	Comprehension: Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).	Comprehension: Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books Innovate a well-known story with support.	Comprehension: Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.																																								
	Literacy	Word Reading: Hear general sound discrimination and be able to orally blend and segment.	Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read common exception words matched to the school's phonic programme.	Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read common exception words matched to the school's phonic programme.	Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, some exception words.	Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, an increasing number of exception words.																																								
Phonics	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.																																													
	<table><tr><th>Phase 2 graphemes</th></tr><tr><td>s a t p</td></tr><tr><td>i n m d</td></tr><tr><td>g o c k</td></tr><tr><td>ck e u r</td></tr><tr><td>h b f l</td></tr></table> Tricky words: is, I, the	Phase 2 graphemes	s a t p	i n m d	g o c k	ck e u r	h b f l	<table><tr><th>Phase 2 graphemes</th></tr><tr><td>ff ll ss j</td></tr><tr><td>v w x y</td></tr><tr><td>z zz qu</td></tr><tr><td>words with s /s/ added at the end (hats sits)</td></tr><tr><td>ch</td></tr><tr><td>sh th ng nk</td></tr><tr><td><ul style="list-style-type: none">words with s /s/ added at the end (hats sits)words ending s /z/ (his) and with s /z/ added at the end (bags)</td></tr></table> Tricky words: put, pull, full, as, and has, his, her, go, no, to, into, she, push, he, of we, me, be	Phase 2 graphemes	ff ll ss j	v w x y	z zz qu	words with s /s/ added at the end (hats sits)	ch	sh th ng nk	<ul style="list-style-type: none">words with s /s/ added at the end (hats sits)words ending s /z/ (his) and with s /z/ added at the end (bags)	<table><tr><th>Phase 3 graphemes</th></tr><tr><td>ai ee igh oa</td></tr><tr><td>oo oo ar or</td></tr><tr><td>ur ow oi ear</td></tr><tr><td>air er</td></tr><tr><td>words with double letters: dd mm tt bb rr gg pp ff</td></tr><tr><td>longer words</td></tr></table> Tricky words: was, you, they, my, by, all, are, sure, pure	Phase 3 graphemes	ai ee igh oa	oo oo ar or	ur ow oi ear	air er	words with double letters: dd mm tt bb rr gg pp ff	longer words	<table><tr><th>Phase 3 graphemes</th></tr><tr><td>review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear</td></tr><tr><td>review Phase 3: er air</td></tr><tr><td>words with double letters</td></tr><tr><td>longer words</td></tr><tr><td>words with two or more digraphs</td></tr><tr><td>longer words</td></tr><tr><td>words ending in –ing</td></tr><tr><td>compound words</td></tr><tr><td>longer words</td></tr><tr><td>words with s in the middle /z/ s</td></tr><tr><td>words ending –s</td></tr><tr><td>words with –es at end /z/</td></tr></table> Tricky words: Revision of all covered.	Phase 3 graphemes	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	review Phase 3: er air	words with double letters	longer words	words with two or more digraphs	longer words	words ending in –ing	compound words	longer words	words with s in the middle /z/ s	words ending –s	words with –es at end /z/	<table><tr><th>Phase 4</th></tr><tr><td>short vowels CVCC</td></tr><tr><td>short vowels CVCC CCVC</td></tr><tr><td>short vowels CCVCC CCCVC CCCVCC</td></tr><tr><td>longer words</td></tr><tr><td>longer words</td></tr><tr><td>compound words</td></tr><tr><td>root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est</td></tr></table> Tricky words: said, so, have like, some, come, love, do, were, here, little, says, there, when, what, one, out, today	Phase 4	short vowels CVCC	short vowels CVCC CCVC	short vowels CCVCC CCCVC CCCVCC	longer words	longer words	compound words
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Literacy	<p>Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.</p> <p>Composition: Use talk to organise describe events and experiences.</p> <p>Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p> <p>Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p>	<p>Emergent writing: Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p> <p>Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p>Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name.</p> <p>Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.</p>	<p>Emergent writing: Use appropriate letters for initial sounds.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it.</p> <p>Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes.</p> <p>Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p>	<p>Emergent writing: Build words using letter sounds in writing.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p>Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently.</p> <p>Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p>	<p>Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p> <p>Composition: Write a simple sentence with a full stop.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p>Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</p>	<p>Emergent writing: Show awareness of the different audience for writing.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p> <p>Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions. Begin to discuss features of their own writing e.g. what kind of story have they written.</p> <p>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</p> <p>Spell irregular common (tricky) words e.g., he, she, we, be, me independently.</p> <p>Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>
Helicopter Story Writing Development	Adults scribing and writing down word for word, child decides part he/she would like to play and then on a simple stage to act out the story.	Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing. Child begins to write the initial sound of a word and the adult continues to write the other parts of the story.	Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word which may develop to a VC and a CVC words and the adult continues to write the other parts of the story.	More phonetically correct words are written by child along with common words, e.g. ‘the’ and known tricky words. Can use a phonic mat or work bank to support. Adult writes any unknown words.	Child takes the pen more and more, until eventually they are writing complete phrases. May still need a phonics mat to support.	Child confident to write a simple short story. May still need a phonics mat to support.
Mathematics	<p>Count objects, actions, and sounds. Subitise</p> <p>Just like me! Match and sort Compare amounts Compare size, mass & capacity Exploring pattern</p>	<p>Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10</p> <div><div>It's me 1, 2, 3! Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3 Circles and triangles Positional language</div><div>Light & dark Representing numbers to 5 One more or less Shapes with 4 sides Time</div></div>	<p>Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10</p> <div><div>Alive in 5! Introducing zero Comparing numbers to 5 Composition of 4 & 5 Compare mass (2) Compare capacity (2)</div><div>Growing 6, 7, 8 6, 7 & 8 Combining two amounts Making pairs Length & height Time (2)</div></div>	<p>Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10</p> <div><div>Building 9 & 10 Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 3-D shapes Spatial awareness Patterns</div><div>Consolidation</div></div>	<p>Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10</p> <div><div>To 20 and beyond Build numbers beyond 10 Count patterns beyond 10 Spatial reasoning 1 Match, rotate, manipulate</div><div>First, then, now Adding more Taking away Spatial reasoning 2 Compose and decompose</div></div>	<p>Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10</p> <div><div>Find my pattern Doubling Sharing & grouping Even & odd Spatial reasoning 3 Visualise and build</div><div>On the move Deepening understanding Patterns & relationships Spatial mapping (4) Mapping</div></div>
Ongoing throughout the year	<p>Link the number symbol with its cardinal number value. Count beyond ten. Compare numbers Understand the ‘one more/one less than’ relationship between consecutive numbers. Compare length, weight, and capacity.</p>					<p>Select, rotate, and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy, and create repeating patterns.</p>

Understanding the World



<p>Chronology: Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them.</p>	<p>Chronology: use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.</p> <p>Enquiry: Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books. Comment on images of familiar situations in the past.</p>	<p>Chronology: Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)</p>	<p>Chronology: Talk about and understand changes in their own lifetime, by creating a personal timeline.</p> <p>Enquiry: Describe images of familiar situations in the past using books such as, ‘When we were giants’, ‘Peepo’, Shirley Hughes stories.</p>	<p>Chronology: Recount an event, orally, pictorial and/or with captions.</p> <p>Enquiry: Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.</p>	<p>Chronology: Order experiences in relation to themselves and others, including stories.</p> <p>Enquiry: Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.</p>
Begin to develop a sense of continuity and change by being able to compare and contrast characters from stories throughout the year, including figures from the past. Using Little People, Big Dreams books.					
<p>Respect: Themselves, special things in their own lives.</p>	<p>Respect: Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.</p>	<p>Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.</p>	<p>Respect: Understand that some places are special to members of their community.</p>	<p>Respect: Animals and know how to care for an animal/pets</p>
<p>Mapping: Talk about the features of their immediate environment with visual representations e.g., classroom maps, Pete’s story map around school, seating maps, nature area map and read commons signs and logos.</p> <p>TOPIC</p> <p>Talk about and describe features of their own family.</p> <p>Look at ways you have changed since being a baby.</p> <p>Stages of development</p> <p>Develop a sense of community.</p> <p>Go on a sensory walk.</p> <p>Senses.</p>	<p>Mapping: Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.</p> <p>TOPIC</p> <p>Use the language of of time when talking aboutpast/present evnts in the children’s own lives.</p> <p>Find out about key historical events and why and how we celebrate them today? Remembrance day, Christmas Day, Diwali.</p> <p>Ask questions, use different sources to find answers including books.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Mapping: Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. Identify on a map - Recognise some environments that are different to the one in which they live e.g., Antarctica.</p> <p>Enquiry: Use technology and IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences.</p> <p>TOPIC</p> <p>Learning about ‘real’ bears, panda bears, polar bears, sun bears, brown bears, etc. Learn about where they come from and what their habitats are like. Learn about hibernation.</p> <p>Looking at old and new teddy bears and comparing them. What is the same? What is different? How do we know something is old? Comparing photos. Learning about famous bears.</p> <p>Bear themed science experiments. Making porridge.</p>	<p>Mapping: Complete a simple BeeBot program using a grid map or carpet squares.</p> <p>Enquiry - comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the town centre</p> <p>TOPIC</p> <p>Learning about Space, using powerpoints, films and non-fiction space books.</p> <p>Space themed science experiments, bubbling planets, craters on the moon, glowing stars.</p> <p>Space maps.</p> <p>Water tray – glitter, sequins, blue water, plastic bottle rockets.</p> <p>Making rockets and setting them off outside.</p>	<p>Mapping: Draw information from a simple map and identify landmarks of our local area walk.</p> <p>Enquiry: Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop. Use photos and pictures to locate places and place on a simple map. Find out about their local area by talking to people, examining photographs, and visiting local places.</p> <p>TOPIC</p> <p>Hatching eggs.</p> <p>Where does food come from?</p> <p>Visit to a farm?</p> <p>What food do we get from plants?</p> <p>How do we care for animals?</p> <p>What are our favourite farm animals and why?</p> <p>Growing beans, potatoes etc</p>	<p>Mapping: Create own maps using grid paper and symbols (x marks the spot treasure maps)</p> <p>Enquiry: Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.</p> <p>TOPIC</p> <p>How do we dress differently for the beach?</p> <p>How did people used to dress?</p> <p>What different animals can you find at the beach to Puddletown?</p> <p>How and why are animals different?</p> <p>How are the environmants different? Sand/grass, pond/ sea.</p> <p>Looking after your home.</p> <p>What do animals eat? Food chains.</p>



Mouse and Trackpad Skills	Keyboard Skills	Drawing skills	Robots	Sounds	Photography
Technology Around Us	Hardware	Safety and Privacy	Quizzes	Using Purple Mash with an Individual Login	

Rather than a scheme with set lessons, the early years resources are designed to integrate into the day-to-day routine and set-up of an early years setting with opportunities for using Mini Mash or Purple Mash as part of the Early Years curriculum to support children in working towards early learning goals.

Develop storylines in their pretend play.

- Row, row, row your boat
- The transport song

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively sharing ideas, resources, and skills.

- Slap clap clap





Listen attentively, move to, and talk about music, expressing their feelings and responses.

- Bow, bow, bow Belinda

Watch and talk about dance and performance art, expressing their feelings and responses.

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. Singing – well known nursery rhymes, familiar songs and chants.

Spirituality in EYFS

	<div><p>MIRRORS - SELF</p><p><i>Like looking in a mirror..</i></p><p>Thinking about ourselves and how we feel about things.</p></div>	<div><p>WINDOWS - BEAUTY</p><p><i>Like looking through a window...</i></p><p>Looking at the world in new ways.</p></div>	<div><p>DOORS - OTHERS</p><p><i>Like opening a door to welcome people in ...</i></p><p>Understanding how other people feel.</p></div>	<div><p>CANDLE- BEYOND</p><p><i>Like watching a flame and thinking..</i></p><p>Reflecting on our learning and experiences.</p></div>
Knowledge Aspect	<ul style="list-style-type: none">● Understanding I am a unique person● Have a perception of myself● Having self-worth● Having values and beliefs that are my own● Having self confidence● Feeling joy, fulfilment, peace, patience, freedom, humility, integrity and creativity● Having my own identity● Being able to make decisions and take responsibility● Feeling joy and celebrating achievements● Being able to be silent and reflect	<ul style="list-style-type: none">● Have awe and wonder about the world● See the beauty relating to the man-made and natural world● Have care and consideration towards nature● Connect with nature● Value nature and creation● Be curious and inquisitive about the world around them● Ask big questions about life● Have a sense of mystery● Have an open mindedness to life	<ul style="list-style-type: none">● Having empathy, concern, compassion and forgiveness for others● Appreciating and understanding others values, opinions, principles and beliefs● Caring and nurturing approach to others● Being able to create inter-personal relationships● Be able to feel love, hope and trust● Be able to follow the values of my school community● Enjoy and engage in celebrations● See others as feeling thinking beings● Have an awareness of failure, loss, disappointment, suffering and pain of others	<ul style="list-style-type: none">● Be able to understand meaning outside of everyday life● Have faith in religion● Have adoration and worship● Be at one with the creator● Have an essence of the universe● Understand that there is more to life than meets the eye
How do we encourage Spirituality?	<ul style="list-style-type: none">● Reflecting on their own beliefs through collective worships and RE activities and lessons.● Discussions and conversations in class, with adults and with peers● Reflection on their own experiences● Celebrations of success within and outside of the school community● Through visitors, trips and clubs● Half termly values● Prayer space● Providing children with good role models from all adults in school● Promoting positive, considerate, kind attitudes by all adults in school.● Recognising the backgrounds and individual needs of all children in school● Behaviour choices and encouraging children to make the right decisions	<ul style="list-style-type: none">● Curriculum; through learning about the world in multiple subject areas● Collective worships● Community projects both internal and external (Recycling)● Real life experiences	<ul style="list-style-type: none">● Working with and raising money for charities● Collective worships● Celebration assemblies● Curriculum subjects and activities● Half termly values● Prayer space● Community links- project outcomes and links with local groups● Creating links with parents to encourage a home/school partnership● Children can conduct themselves appropriately amongst each other● Discussion of real world events and news.	<ul style="list-style-type: none">● Collective worship● Links with the vicar● Real life experiences● Have candles for collective worship (During Hall Collective Worships)● Prayer● Reflection

Early Learning Goals

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.

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.

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 to follow instructions involving several ideas or actions.

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.

Expressive Arts and Design

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 and Expressive

- 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.

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.

Physical Development

Gross Motor Skills

- 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 Skills

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

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.