



# Oakdene Primary School

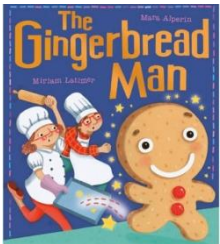
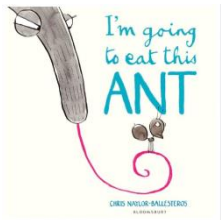
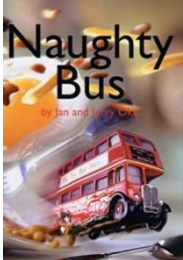

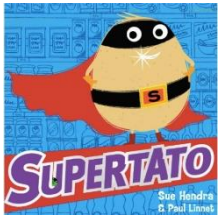
## GROWING AND LEARNING TOGETHER

### LONG TERM PLAN OVERVIEW

### Early Years Foundation Stage- Reception 2022-23

<b>Introduction</b>	<p>At Oakdene Primary School, we want our children to grow and learn together with adults as role models. As children start their journey with us, we aim to ensure that our children are happy, feeling safe and secure in an environment where they can thrive, grow, and learn. We believe that happy children learn best and so it is in the forefront of our minds to ensure that our children settle in positively, interacting with friends appropriately, understanding rules and expectations whilst showing respect for others and their surroundings. We encourage curiosity and so aim to develop curious minds in lots of different ways. We promote communication and we ensure that we give the time to listen and engage in meaningful conversations therefore supporting, developing, or extending their thoughts and questions. Many of our children enter Reception above average in general but not always in Personal, Social and Emotional Development. It is therefore our job; our dedication and commitment to nurture this and whilst doing so prepare our children for the next chapter of their educational journey.</p>					
<b>Characteristics of Effective Learning</b>	<p><b>Playing and exploring:</b> Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.</p> <p><b>Active learning:</b> Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulation, lifelong learners they are required to take ownership, accept challenges, and learn persistence.</p> <p><b>Creating and thinking critically:</b> Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
<b>Overarching Principles</b>	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident, and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong, and positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone - embrace each community.</p> <p><b>Enabling Environments:</b> 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.</p>					
	<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>Oakdene Values</b>	Responsibility	Friendship	Respect	Honesty	Determination	Pride
<b>Festivals &amp; Celebrations</b> (with the addition of those celebrated)	Diwali Festival of light Harvest	Bonfire Night Christmas Remembrance Sunday	Chinese New Year Pancake day Holi	Easter Mother's Day St Georges day St David's day	Father's Day	



by individual pupils in the year group)		Children in Need St Andrews day Hanukkah	Ash Wednesday- Lent Ramadan	St Patricks day Vaisakhi Eid		
<b>Visits/Visitors</b>	Mum with baby Visit St Ann's church	Minibeasts man Knowsley safari park cockroach story	Traffic survey Chinese New Year celebrations in school	Visit to farm/from farmer	Doctor/ nurse /police/ firefighter visit Visit to co-op	Visit from vets
<b>Topics- overview</b> (may change depending on children's interests)	Traditional tales/Me	Minibeasts /Celebrations	Toys/journeys	New life	Superheroes	Animals
<b>Wow event/hook</b>	Make Gingerbread man	Minibeast hunt/ Autumn walk	Naughty bus antics	Eggs to hatch	Superhero day	Trip to Knowsley safari Park
<b>Main text</b>	Gingerbread Man	I'm going to eat this ant	The Naughty Bus	The Journey Home	Supertato	Silly Doggy
						
<b>Other Texts</b>	Goldilocks and 3 bears 3 little pigs Once there were giants Titch	Leaf man The very busy spider Rama and Sita Aliens love underpants	The Train Ride Whatever Next Room on the broom Old bear stories Patchwork Bear	Rosie's walk Handa's hen Jack and the beanstalk	Oliver's vegetables The Enormous Turnip Little Red Hen	Hairy McClary Giraffes don't dance Handa's surprise
<b>Literacy</b>	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).
<b>Mathematics</b>	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, talk to adults and peers about what they notice and not be afraid to make mistakes.
<b>Communication and Language</b>	The development of children spoken language underpins all 7 areas of learning and development-back and forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.
<b>PSED</b>	Children's PSED is crucial for children to lead healthy, 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.
<b>Physical Development</b>	Physical activity is vital for children's all-round development, enabling them to pursue happy, healthy and active lives <sup>7</sup> . 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.
<b>Understanding the World</b>	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.

**Expressive Arts**

The development of children' artistic and cultural awareness supports their creativity and imagination. 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.



# Oakdene Primary EYFS Long Term Plan 2022-23

## Growing and Learning Together



<b>Communication and Language</b>	<p><b><u>ELG-1 Listening, Attention and Understanding</u></b>          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.</p>		<p><b><u>ELG-2 Speaking</u></b>          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</p>	
<b>Oakdene Milestones</b>	<b>Autumn</b>	<b>Spring</b>		<b>Summer</b>
	<p>I can begin to understand why listening is important.</p> <p>I can listen to stories and non-fiction books with increasing attention and understanding recalling some events.</p> <p>I can listen carefully to rhymes, songs, and poems.</p> <p>I can talk in front of a small group, then begin to talk in front of the whole class, contributing relevant comments.</p> <p>I can follow 1 step instructions</p> <p>I can talk about things I have done.</p> <p>I can answer simple questions.</p> <p>I can begin to learn new vocabulary and start to use it.</p>	<p>I understand how to listen carefully and why listening is important.</p> <p>I can listen to and talk about stories and non-fiction books to build familiarity understanding and develop vocabulary.</p> <p>I can retell stories and sometimes use my own words to retell the events.</p> <p>I can respond in discussions and begin to ask questions to find out more.</p> <p>I can follow 2 step instructions.</p> <p>I can talk about my ideas with others.</p> <p>I can begin to connect ideas using because, etc.</p> <p>I can talk in front of the whole class.</p> <p>I can talk in imaginative play to develop my thinking.</p>		<p>I can listen in whole school assemblies.</p> <p>I can listen to and talk about stories and non-fiction books to build familiarity understanding and develop vocabulary.</p> <p>I can respond to others using relevant comments when taking part in back-and-forth conversations.</p> <p>I can respond in discussions and offer explanations using recently introduced vocabulary</p> <p>I can understand questions why, who, what, where when and how.</p> <p>I can ask questions to find out more.</p> <p>I can connect ideas using because, so, that to explain problems and organise thinking and activities.</p> <p>I can create my own rhymes.</p>



		I can begin to identify rhyme in rhymes, songs, and poems.	I can plan and express my ideas when working with others.
<b>Yearly Overview</b>	Autumn	Spring 1	Summer 1
<b>Progress of understanding</b>	Storytime Rhyme time Talk for Writing Read Write Inc Enquiry Box Role Play areas Non-fiction books linked to topics Word of the week	Storytime Rhyme time Talk for Writing Read Write Inc Enquiry Box Role Play areas Non-fiction books linked to topics Word of the week	Storytime Rhyme time Talk for Writing Read Write Inc Enquiry Box Role Play areas Non-fiction books linked to topics Word of the week
<b>Resources</b> Variety of fiction and non-fiction books including rhymes, poems, and rhyming books Curiosity box Objects and pictures to talk about.			



PSED	<u>ELG 3 - Self Regulation</u>	<u>ELG 4 - Managing Self</u>	<u>ELG 5- Building Relationships</u>
	<p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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.</p>	<p>Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs</p>
Yearly Overview	Autumn	Spring	Summer
<p><b>Oakdene Milestones</b></p>	<p>I can identify why I need rules in my daily life and how this keeps me and others safe</p> <p>I can recognise and understand routines and rules in school.</p> <p>I can name and recognise different feelings in myself and others.</p> <p>I can focus attention in small groups and begin to focus in whole class activities.</p> <p>I can choose things to do that I am familiar with.</p> <p>I understand the basic rules of hygiene and can do this independently (washing hands+ toileting)</p> <p>I can put on my own coat.</p> <p>I can begin to change my shoes/wellies without support.</p>	<p>I can understand and follow routines and rules in school.</p> <p>I can talk about different feelings in myself and others.</p> <p>I can manage my feelings and help others if they are upset.</p> <p>I can consider feelings of others.</p> <p>I can focus attention in whole class activities.</p> <p>I can complete activities and tasks with more confidence.</p> <p>I can choose different things to do with more confidence.</p> <p>I can fasten my coat.</p> <p>I can change my shoes/wellies independently.</p>	<p>I can follow school rules independently.</p> <p>I can maintain focus during extended class teaching.</p> <p>I can show understanding of my feelings and those of others.</p> <p>I can behave appropriately in different situations.</p> <p>I can prepare myself to move to another class/ year group.</p> <p>I can show a can-do attitude.</p> <p>I understand the basic rules of hygiene</p> <p>I can identify foods that I like to eat at home/ school</p> <p>I can try new foods and decide whether I like them or not.</p>





	<p>I can listen to other people/ children and begin to play and work cooperatively using strategies to help with turn taking, sometimes with support</p> <p>I can understand what makes a good friend and how to be a good friend.</p> <p>I can identify what makes me special and what makes other children special.</p> <p>I can understand who is in my family and that all families are different.</p>		<p>I can take turns with others.</p> <p>I can cooperate with others sharing ideas and listening to the ideas of others in a group.</p>		<p>I can identify some healthy foods that are good for me.</p> <p>I can recognise that eating some foods (a lot of the time) can have different effects on my body.</p> <p>I can recognise some people who help to us to stay physically active</p> <p>I can have a discussion with others and listen to their point of view.</p> <p>I can work as part of a group.</p>	
<p><b>Progress of understanding</b></p>	<p>Getting to know who you are, your new friends and your new school community</p> <p>School and class rules</p> <p>Responsibility for their belongings</p> <p>Importance of hand washing</p> <p>Learning about the Zones of Regulations and begin to understand their feelings</p>	<p>Developing friendships and understanding sharing</p> <p>Understanding their actions have consequences</p> <p>Respond to the feelings of their friends and show ways to comfort them</p> <p>Continue to use the Zones of Regulation to help develop their understanding of their feelings and emotions</p>	<p>Continue to learn what is right from wrong</p> <p>Develop children's understanding of making positive choices and reward them for showing kindness to others</p> <p>Begin to use strategies independently to support and manage their feelings and emotions through the Zones of Regulation</p>	<p>Continue to recognise the importance of making positive choices and reward children for showing kindness to others</p> <p>Become more confident in using strategies to help support their feelings and emotions</p> <p>Talk about their feelings and give their opinions about other problems they have encountered and how they solved them</p>	<p>Begin to understand the importance of health eating</p> <p>Make healthy food choices</p> <p>Understand the importance of having good oral hygiene</p>	<p>Opportunities for children to identify the progress they have made this year.</p> <p>Show how they are excellent</p> <p>Develop an individual tool kit for helping to manage their feelings and emotions</p> <p>Share their tool kits with others</p> <p>Prepare children for change(Y1) and revisit rules, emotions and how to deal with these</p>
<p><b>Resources</b></p>	<p><b>Zones of regulation resources</b></p>					





Colour monster Worry monster invisible string Don't touch my hair Elmer Titch the day the crayons came Rainbow Fish Alfie lends a hand Not now Bernard Arthur and the wind Badgers parting gifts Can't you sleep little bear Happy birthday

Hand washing- <https://youtu.be/Br4sQmiJ1jU> germs- <https://youtu.be/w9pFiZQIIP8> I don't want to wash my hands

Dental hygiene loan of teeth, crocodile and books- [jill.ollerton@nhs.net](mailto:jill.ollerton@nhs.net) [www.sthelenswellbeing.org.uk](http://www.sthelenswellbeing.org.uk)

Healthy eating- <https://youtu.be/mMHVEFWNLMc>

Transition books for YR to Y1



Physical	<u>ELG-6 Gross Motor Skills</u>		<u>ELG-7 Fine Motor skills</u>		
	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.		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.		
Yearly Overview	Autumn		Spring		Summer
Oakdene Milestones	<p>I can use large muscle movements to wave flags and streamers, paint and make marks.</p> <p>I can explore and begin to develop confidence in different ways to move. E.g. jumping, hopping etc</p> <p>I can climb over, under and through obstacles.</p> <p>I can manage large items safely.</p> <p>I can attempt to throw and catch balls.</p> <p>I can use large construction to build.</p> <p>I can attempt to use a balance bike with feet on the floor.</p> <p>I can complete activities to develop my core and finger strength.</p> <p>I can use a range of small tools competently and confidently. Suggested tools: pencils, paint brushes, scissors, and knives.</p> <p>I can use a dominant hand.</p> <p>I can draw lines and shapes to draw simple pictures.</p> <p>I can form recognisable letters.</p>	<p>I can move in different and complete the moves appropriately. E.g. jumping, hopping etc</p> <p>I can climb over, under and through obstacles with confidence.</p> <p>I can balance on a range of equipment.</p> <p>I can throw and catch a ball.</p> <p>I can use a balance bike with feet raised.</p> <p>I can begin to sit correctly at a table with good posture.</p> <p>I can use small construction pieces to build.</p> <p>I can develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>I can use a comfortable grip with good control then begin to use the tripod grip when using pens and pencils.</p> <p>I can begin to sit correctly at a table with good posture.</p> <p>I can use scissors correctly to cut.</p> <p>I can draw lines and shapes to draw pictures.</p>	<p>I can move confidently in a variety of ways.</p> <p>I can negotiate spaces and obstacles safely, considering others.</p> <p>I can demonstrate balance and coordination in different situations.</p> <p>I can throw, catch, kick, and pass a ball.</p> <p>I can sit correctly at a table with good posture.</p> <p>I can hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases.</p> <p>I can use scissors to cut around more complex shapes with some accuracy.</p> <p>I can draw lines and shapes to draw pictures confidently.</p>		



	I can attempt to use a tripod grip.		
<b>Progress of understanding</b>	Dough disco Moving in different ways to develop- upper body strength/ Core strength Bilateral co-ordination Hand eye co-ordination Travelling in different ways Using one handed tools and equipment - scissor control Developing number and letter recognition through motor memory PE	Dough disco Jumping and skipping Developing skills one handed tools and equipment - scissor control Use letter formation with increasing accuracy Developing pencil grip and pencil control PE Handwriting Using one handed tools and equipment Throwing and catching - different equipment including balls	Handwriting Shows increasing control over an object Throwing and catching - ball skills Kick and pass- ball skills Developing skills one handed tools and equipment - scissor control Handwriting Handles tools, objects, construction, and malleable materials safely and with increasing control.  Practise letter and number formation with accuracy and efficiency PE
<b>Resources</b>	Dough for dough disco Balance bikes Crates and planks Different sized balls Different sized writing implements/ paintbrushes/glues Different sorts and sized construction kits		



Literacy	<u>ELG- 8 Comprehension</u>		<u>ELG-9 Word Reading</u>		<u>ELG- 10 Writing</u>	
	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.		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.		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	
Yearly Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Oakdene Milestones	I can listen to a story and comment on the events.  I can name the characters from a familiar story.  I can hold a book and turn pages correctly.  I can identify an object when given the initial sound.  I can say the initial sound in a given word.  I can clap the syllables in a word.  I can recognise my first name.	I can identify the characters and setting of a familiar book.  I can join in with the repeated refrain from a familiar story.  I can begin to use language from the story when discussing it.  I can engage in conversation and answer questions when reading wordless fiction and nonfiction books.  I can say a sound for 20 sounds in set 1.	I can sequence a familiar story using images or objects.  I can tell the story to another person using the book or images.  I can make a simple prediction based on the events of a story so far.  I can use the language from a story within role play and discussions.  I can say a sound for all the sounds in set 1.  I can blend and read VC/CVC words.	I can talk about events, feelings, main characters, and recognise links to own life experiences.  I can respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.  I can say a sound for a few digraphs.  I can blend and read CVC/CCVC/CVCC words containing digraphs.  I can read a few common exception words.  I can read simple	I can retell stories in the correct sequence drawing on language patterns of stories.  I can say how I feel about stories and poems, what parts of the story I like or dislike and why.  I can identify favourite characters, events, or settings.  I can access the features of a non-fiction book.	I can play with others after being influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary.  I can innovate a known story.  I can recall the main points in text in the correct sequence, using own words and include new vocabulary.  Talk about themes of simple texts e.g.



	<p>I can begin to write initial sounds.</p> <p>I can use some of my print and letter knowledge in early writing such as a pretend shopping list.</p>	<p>I can blend CVC words verbally.</p> <p>I can write some or all of my first name.</p> <p>I can form some set 1 letters recognisably.</p> <p>I can segment CVC words verbally.</p> <p>I can write the initial and some other sounds for a CVC word.</p>	<p>I can form some lower-case letters of the alphabet correctly.</p> <p>I can write VC/CVC words that can be read by myself or others.</p> <p>I can write my name beginning to use correct formation.</p> <p>I can attempt to write a simple phrase/sentence with words with known sound-letter correspondences</p>	<p>phrases made up of words with known letter-sound correspondences and, where necessary a few exception words.</p> <p>I can re-read phrases/books to build up my confidence in word reading, my fluency and my understanding and enjoyment.</p> <p>I can form a lot of letters of the alphabet recognisably.</p> <p>I can write words by identifying sounds and writing the sound with letter/s.</p> <p>I can write a simple phrase/sentence with words with known sound-letter correspondences sometimes using a full stop.</p> <p>I can write my name using the correct formation</p>	<p>I can act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary by experience of books</p> <p>I can innovate a well-known story with support.</p> <p>I can say a sound for some digraphs and a couple of trigraphs.</p> <p>I can blend and read longer words.</p> <p>I can read some common exception words.</p> <p>I can read simple sentences made up of words with known letter-sound correspondences and a few exception words.</p> <p>I can re-read books to build up my confidence in word reading, my fluency and my understanding and enjoyment</p> <p>I can form lower case and capital letters of the alphabet correctly.</p> <p>I can write short sentences with words with known sound-letter correspondences using a full stop and a capital letter.</p>	<p>perseverance, good v evil</p> <p>I can read simple sentences made up of words with known letter-sound correspondences and, where necessary a few exception words</p> <p>I can read some common exception words.</p> <p>I can read simple sentences made up of words with known letter-sound correspondences and a few exception words.</p> <p>I can re-read books to build up my confidence in word reading, my fluency and my understanding and enjoyment</p> <p>I can form lower case and capital letters of the alphabet correctly.</p> <p>I can write short sentences with words with known sound-letter correspondences using a full stop and a capital letter.</p>
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					<p>I can form most lower-case letters of the alphabet correctly.</p> <p>I can write short phrases/sentences with words with known sound-letter correspondences using a full stop and sometimes a capital letter..</p> <p>I can re-read what I have written to check it makes sense.</p>	<p>I can re-read what I have written to check it makes sense.</p>
<b>Progress of understanding</b>	<p>RWI- set 1 sounds-class/Blending- groups in class</p> <p>Pathways to write objectives- Gingerbread Man (covered in range of books)</p> <p>Air writing letter formation/ letter formation if ready</p> <p>Handwriting activities- groups incl gross and fine motor groups</p>	<p>RWI- set 1 sounds-class/Blending- groups in class</p> <p>Pathways to write objectives-I'm going to eat this ant (covered in range of books)</p> <p>Air writing letter formation/ letter formation if ready</p> <p>Handwriting activities- groups incl gross and fine motor groups</p>	<p>RWI- set 1/2 sounds-class.</p> <p>RWI reading- groups with other classes</p> <p>Pathways to write objectives-Naughty Bus (covered in range of books)</p> <p>Air writing letter formation/ letter formation if ready</p> <p>Handwriting activities- groups incl gross and fine motor groups</p>	<p>RWI- set 2 sounds-class.</p> <p>RWI reading- groups with other classes</p> <p>Pathways to write objectives-Hattie the journey home (covered in range of books)</p> <p>Letter formation lower case letters- groups</p>	<p>RWI- set 2 sounds-class.</p> <p>RWI reading- groups with other classes</p> <p>Pathways to write objectives-Supertato (covered in range of books)</p> <p>Letter formation lower case/ capital letters- groups</p>	<p>RWI- set 2/3 sounds-class.</p> <p>RWI reading- groups with other classes</p> <p>Pathways to write objectives-Silly Doggy (covered in range of books) (covered in range of books)</p> <p>Letter formation lower case/ capital letters- groups</p>
<b>Resources</b>	<p>Range of books-fiction/non-fiction            RWI- set1 and 2 sound cards- big and small, set 1-7 WT cards, RWI books starting at lilac, paper ditties</p>					



Fred frog puppet objects  
Handwriting pattern cards, dice etc  
Letter formation cards, traceable etc  
Dough for dough disco and dough disco cards  
RWI sound mat- set 1 and 2  
Red word sound mat  
Range of papers/pens in all areas of CP  
Letter wands  
Name formation papers  
Story maps  
Story spoons/ stones  
Hats for role play  
Capital letter mat





Mathematics	ELG- 11 Number			ELG-12 Numerical Patterns		
	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>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.</p>			<p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>		
Yearly Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Oakdene Milestones</b>	<p>I am beginning to be aware of numbers.</p> <p>I am interested in counting words and can be a number chanter.</p> <p>I can give you the correct number of items to 3/5 if you ask me.</p> <p>I can count out up to 3 fingers by opening them one by one slowly.</p> <p>I can observe and track an item and have a sense of many items.</p> <p>I have a good number sense of 1 and two items.</p> <p>I am beginning to differentiate between amounts.</p>	<p>I am beginning to count in sequence and may use my finger to tap or point to count out objects.</p> <p>I am beginning to understand one to one correspondence whilst counting objects in a line or moving objects.</p> <p>I can count out up to 5 fingers by counting them one by one.</p> <p>I can recognise and make collections of 1 to 4 objects through matching activities.</p> <p>I have a number sense of 1 to 3 objects or an amount in a picture/on a card and can verbalise this.</p>	<p>I am beginning to understand one to one correspondence whilst counting objects in a line or moving objects.</p> <p>I can use counting as part of my everyday play.</p> <p>I realise that anything can be counted</p> <p>I can count out to 5 verbally and can count out 5 objects.</p> <p>I can rote count 1 to 10 and beyond.</p> <p>I can represent amounts using symbols and marks.</p> <p>I can conceptually subitise an amount to 5 and work out</p>	<p>I can represent amounts using numerals.</p> <p>I can recognise numbers up to 10.</p> <p>I can sequence 0-10 in order.</p> <p>I can count backwards from 10 to 0 verbally or when moving objects from a group.</p> <p>I can use conceptual subitising to group smaller amounts into a whole amount. (Part, part whole or varying combinations.)</p> <p>I can visually estimate who has more or less or the same and may subitise. I may count to compare</p>	<p>I can count on from any given number.</p> <p>I can tell you what number comes after or before a given number.</p> <p>I can see errors in other's counting or self-correct when counting.</p> <p>I am beginning to use a mental number line to position a given number.</p> <p>I am beginning to identify some ordinal number positions such as the first and second teddy in sequence.</p> <p>I can estimate a larger collection of items and check by counting</p>	<p>I can count in 10's and use patterns to count.</p> <p>I can work out the missing or amount taken away in a number problem sentence (such as you started with 10 apples and now have 5, what changed?).</p> <p>I can divide a larger amount of objects.</p> <p>I can see arrays in photographs and work out the whole or total.</p> <p>I can recognise what is and what is not a half.</p> <p>I can divide a playdough pizza into different parts and talk about it.</p>



		<p>I can recognise numerals to 5.</p> <p>I can use a number line to 5 to position a number when shown 0 and 5.</p> <p>I can order dotted cards or stones to 5 in the correct sequence.</p> <p>I can order the numerals to 5 in the correct sequence.</p> <p>I am beginning to differentiate between amounts.</p> <p>I can discuss composition of numbers to 4 and show different ways on my fingers.</p> <p>I can understand and use the words more or fewer.</p> <p>I understand that a few or many objects can be grouped together as a whole.</p> <p>I can find equal parts of objects to match numbers to 4.</p>	<p>different combinations of parts to get a whole.</p> <p>I can separate a group of items in different ways and realise the total is still the same. I can do this to 5.</p> <p>I can use things such as a 5 frame or a 10 frame to conceptually subitise.</p> <p>I can share out a small amount of objects sometimes equally.</p> <p>I understand the whole is bigger than the parts but may not give an accurate answer to begin with, I just recognise that it is a bigger number.</p>	<p>I can recall some number bonds to 10</p> <p>I can identify and use ordinal numbers orally to 5 and beyond.</p> <p>I can compare numbers to 10 and beyond.</p> <p>I recognise when something has been removed.</p> <p>I can add a small amount of items together and show understanding with a matching corresponding amount even though I may not be able to verbalise this.</p> <p>I am beginning to understand the concept of 1 more and 1 less.</p>	<p>I understand part-whole and can give you a part of a whole amount if you ask me to give you one.</p> <p>I can solve practical and real-world mathematical problems through play and using objects such as 'part part whole' and separating with objects.</p> <p>I can add one and subtract one from a given number to 10 and say how many I have altogether. I may just know this without having to recount.</p> <p>I can share out a small amount of items equally between two or three people or toys giving one at a time to each.</p>	
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<p><b>Progress of understanding</b></p>	<p>Government Baseline <b><u>WRM-Getting to Know You</u></b> Teacher assessment &amp; Baseline</p> <p>The assessment consists of mathematics tasks, early number, early calculation mathematical language, early understanding of pattern</p> <p><b><u>WRM-Just Like Me</u></b> Count objects, actions, and sounds</p> <p>Compare numbers Link the number symbol with its cardinal number value Subitise</p> <p><b>Numberblocks</b></p> <p><b>Daily 10-minute maths based on number of week.</b></p> <p><b>Mastering number programme</b></p>	<p><b><u>WRM-It's Me 1, 2, 3!</u></b> Explore the composition of numbers to 3 Compare numbers Link the number symbol with its cardinal number value Subitise Count objects, actions, and sounds</p> <p>2D and 3D shapes</p> <p><b><u>WRM-Light and Dark</u></b> Compare numbers Link the number symbol with its cardinal number value Subitise Count objects, actions, and sounds</p> <p><b>Numberblocks</b></p> <p><b>Daily 10-minute maths based on number of week.</b></p> <p><b>Mastering number programme.</b></p>	<p><b><u>WRM-Alive in Five</u></b> Explore the composition of numbers to 5 Compare numbers Link the number symbol with its cardinal number value Count objects, actions, and sounds</p> <p>Compare mass and capacity</p> <p><b><u>WRM-Growing 6, 7, 8</u></b> Explore the composition of numbers to 8 Compare numbers Link the number symbol with its cardinal number value Count objects, actions, and sounds</p> <p>Compare length and height</p> <p><b>Numberblocks</b></p> <p><b>Daily 10-minute maths based on number of week.</b></p> <p><b>Mastering number programme</b></p>	<p><b><u>WRM-Building 9 and 10</u></b> Explore the composition of numbers to 10 Compare numbers Link the number symbol with its cardinal number value Count objects, actions, and sounds</p> <p>Recall number bonds to 10</p> <p>Select, rotate, and manipulate shapes in order to develop spatial reasoning skills</p> <p><b>Numberblocks</b></p> <p><b>Daily 10-minute maths based on number of week.</b></p> <p><b>Mastering number programme.</b></p>	<p><b><u>WRM-To 20 and beyond</u></b> Compare numbers Link the number symbol with its cardinal number value Count objects, actions, and sounds</p> <p>Continue, copy, and create repeating patterns</p> <p><b><u>WRM-First, Then, Now</u></b> <b>Compare numbers</b> <b>Link the number symbol with its cardinal number value</b> Count objects, actions, and sounds</p> <p>Compose and decompose shapes</p> <p><b>Numberblocks</b></p> <p><b>Daily 10-minute maths based on number of week.</b></p> <p><b>Mastering number programme</b></p>	<p><b><u>WRM-Find My Pattern</u></b> Compare numbers Count beyond 10 Link the number symbol with its cardinal number value Count objects, actions, and sounds</p> <p><b><u>WRM-On the Move</u></b> Compare numbers Count beyond 10 Link the number symbol with its cardinal number value Count objects, actions, and sounds</p> <p><b>Numberblocks</b></p> <p><b>Daily 10/15-minute maths based on number of week.</b></p>
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## Resources

Resources from mastering number programme- SSF curriculum- maths- EYFS/KS1

Resources for number of week- SSF Planning- EYFS-Number of week

WRM- <https://whiterosemaths.com/resources?year=early-years>

Books- SSF curriculum- maths- EYFS/KS1-stories for maths

Five/Ten frames

Whole part model

Number lines

Numicon

Cubes

Dice

Dominoes etc



<p><b>Understanding the World</b></p>	<p><u>ELG-13 Past and Present</u> 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.</p>	<p><u>ELG- 14 People and Communities</u> 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</p>	<p><u>ELG-15 The Natural World</u> 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.</p>
<p><b>Yearly Overview</b></p>	<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>
<p><b>Oakdene Milestones</b></p>	<p>I can make connections between the features of my family and other families.</p> <p>I can make sense of my own life story and family history.</p> <p>I can comment on images of familiar situations in the past.</p> <p>I can listen to stories including figures from the past.</p> <p>I can name and describe people who are familiar to me.</p> <p>I can talk about members of my immediate family and community e.g. refuse collectors, firefighters</p> <p>I can understand that some places are special to members of their community e.g. temple and church</p>	<p>I can comment on images of familiar situations in the past.</p> <p>I can listen to, respond, and ask questions about figures from the past.</p> <p>I can listen to, respond, and ask questions about the past using fiction and non-fiction books.</p> <p>I can understand that some places are special to members of their community e.g. church</p> <p>I can recognise that people have different beliefs and celebrate special times in different ways.e.g Chinese New Year Easter</p> <p>I can recognise some environments that are different to the one in which they live.</p> <p>I can compare my local area to London.</p>	<p>I can compare and contrast characters from stories including figures from the past</p> <p>I can comment on images of familiar situations in the past and contrast them in discussion.</p> <p>I can listen to, respond, and ask questions about the past using fiction and non-fiction books.</p> <p>I can understand that some places are special to members of their community e.g. mosque</p> <p>I can recognise that people have different beliefs and celebrate special times in different ways e.g. Eid</p> <p>I can recognise some similarities and differences between life in this country and life in other countries</p>



	<p>I can recognise that people have different beliefs and celebrate special times in different ways e.g. Diwali, Hanukkah, Christmas</p> <p>I can talk about my local area.</p> <p>I can describe what I see, hear, and feel whilst outside</p> <p>I can draw information from a simple map.</p> <p>I can explore collections of materials with similar and/or different properties.</p> <p>I can make simple observations e.g. change from summer to autumn</p> <p>I can talk about differences in materials and changes in simple terms e.g. cooking, making playdough</p> <p>I can make simple drawings of natural objects.</p>	<p>I can draw information from a simple map.</p> <p>I can explore the natural world around me.</p> <p>I can make simple observations e.g. change from autumn to winter and discuss them with vocabulary learnt.</p> <p>I can describe what I see, hear, and feel whilst outside</p> <p>I can make simple drawings of natural objects.</p> <p>I can observe and discuss the life cycle of a hen and plants.</p>	<p>I can compare my local area to other places I have visited in the UK and beyond.</p> <p>I can understand the effect of the changing seasons on the natural world around me.</p> <p>I can offer explanations about what I have observed.</p> <p>I can use topical vocabulary in discussions.</p>
<p><b>Progress of understanding</b></p>	<p>RE- follow Lancashire syllabus- How and why do we celebrate? Harvest, Diwali, Hanukah, Christmas Visit church</p> <p>Geog-Me and my family- who, what do they do- jobs etc, where do we live? Rainhill, England. Look at other countries in UK- look at map of UK and locate. What is my house like? Compare to others. Look at map of Rainhill online and pick out features. Look for hidden Gingerbread men in school grounds- locate using simple map of playground. Use a map of school grounds and put on where ant from story is found in hunt.</p>	<p>RE- follow Lancashire syllabus- Why are some stories special? What special messages can we learn from stories? Easter Chinese New Year</p> <p>Geog-Recap on Rainhill-village, houses, features etc. Look at London- capital city of England. Compare and contrast. Watch London traffic video and go on local walk to Rainhill's main road- compare and contrast. Look at Blackpool- compare and contrast. Look again at map of UK- has anyone been to any other UK countries?</p> <p>History-Toys- what toys do I play with now/baby? Add to timeline. Look at teddy bears</p>	<p>RE- follow Lancashire syllabus- What is special about our world? Eid</p> <p>Geography-What would a superhero see if they flew above our classroom/ school/village? Where does food grow and how does it get to supermarket? Trip to co-op Rainhill. Trip to safari park/animals into school. Where do animals live in real world? Look at world map and locate different countries- show where animals originate from. Look at another country in world in detail- houses, weather, features etc and compare to Rainhill. What is life like for children there compared to us?</p>



	<p>Look where Reindeer from-Compare Rainhill to N Pole.</p> <p>History- Me and how I've changed- what do I look like now/do now? - make simple timeline. What did my mum and dad look like when they were babies? When is my birthday? Bonfire night- story who was guy Fawkes?</p> <p>Science- Name body parts. Blindfold touch test. Go on Autumn walk around school and to quarry park-collect leaves etc. Make a gingerbread man, jelly, baked potatoes-discuss changes. Go on a minibeast hunt.</p>	<p>and how they've changed. Teddy Roosevelt story. What materials were toys made from in the past? What playground games did our parents grandparents play? Look at photo of children playing games- what else can we learn from this? Look at buses from the past.</p> <p>Science- Discuss winter if have snowy day play in it. Watch different ice balloons melt- discuss. Ice cube melting expt- link to icy roads. Look at a variety of toys- how do they move-forces, what are they made of. Discuss chicken life cycle- have eggs to watch. What other animals hatch from eggs? Plant seeds - cress and sunflower. Go on Spring walk. Make chocolate nests- melt choc and discuss changes.</p>	<p>History- Clothes-what clothes do we wear at different times of the day/year/weather?</p> <p>People who help us-invite different workers in- fire fighter police nurse's vets etc. Look at uniforms and vehicles- where they the same in the past- compare and contrast.</p> <p>Science-Outside discuss shadows-do drawings and discuss what happens, make shadow puppets.</p> <p>Look at where veg grows- underground, above ground, on plants etc. Cut some vegetables up and look at the insides. Plant some vegetables.</p> <p>Blindfold taste test.</p>
<p><b>Resources</b></p>	<p>Once there were Giants Peepo Leaf man  Who is Guy Fawkes? - <a href="https://youtu.be/I9JW-RE4-ZE">https://youtu.be/I9JW-RE4-ZE</a>  UK map Playground map Globe world map polar regions- <a href="https://youtu.be/aYaIc6hLJcM">https://youtu.be/aYaIc6hLJcM</a>  Photos of families  Story how teddy got its name- <a href="https://youtu.be/hXrNslg7hcv">https://youtu.be/hXrNslg7hcv</a> Old toys- <a href="https://youtu.be/4JWw4tZJd6Q">https://youtu.be/4JWw4tZJd6Q</a>  Build a bear- <a href="https://youtu.be/5sy5CiyXc8g">https://youtu.be/5sy5CiyXc8g</a> old teddy -<a href="https://youtu.be/9kBFQLCjlfq">https://youtu.be/9kBFQLCjlfq</a>  London bus toy link for William in London- <a href="#">BBC Two - William Whiskerson, Island, Farm, City, William Whiskerson - transport, travel and landmarks of London</a> link for virtual bus ride - <a href="#">Gecko on a LONDON Tour Bus!! · Gecko's Real Vehicles · Buses For Children · Virtual Tour! · Learning Video - YouTube</a> old buses- <a href="https://youtu.be/aiePc5995H0">https://youtu.be/aiePc5995H0</a>  Egg details- <a href="#">Home - Eggsploring</a> chick hatching video- <a href="https://youtu.be/akAFf6hV-pI">https://youtu.be/akAFf6hV-pI</a> bean to plant- <a href="https://youtu.be/oDBX2gCXxYw">https://youtu.be/oDBX2gCXxYw</a>  Oliver's vegetables carrots video- <a href="#">Cbeebies Come Outside CARROTS - Bing video</a> bread around the world <a href="#">Warburtons - The World Of Bread (bakethemostoflife.co.uk)</a> Little red hen Co-op manager- 0151 426 6717 Bread making video- <a href="https://youtu.be/1zUW6sqbM-U">https://youtu.be/1zUW6sqbM-U</a> Topsy and Tim books People who help us DVD virtual zoo- <a href="#">Virtual Zoo   Chester Zoo</a>  African animals- <a href="https://youtu.be/btMAJw37Y8E">https://youtu.be/btMAJw37Y8E</a> Giraffes can't dance Africa for kids- <a href="https://youtu.be/QTQ09BuhrMI">https://youtu.be/QTQ09BuhrMI</a></p>		





<b>Expressive Arts and design</b>	<b><u>ELG-16 Creating Materials</u></b> 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.		<b><u>ELG-17 Being Imaginative</u></b> 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.	
	<b>Oakdene Milestones</b>		<p style="text-align: center;">Autumn</p> <p>I can explore different materials freely in order to develop ideas about how to use them and what to make.</p> <p>I can draw simple pictures.</p> <p>I can explore colour mixing.</p> <p>I can explore textures and different materials.</p> <p>I can develop simple storylines in my pretend play, including small world equipment.</p> <p>I can listen with increased attention of sounds.</p> <p>I can remember and sing entire songs.</p> <p>I can sing the melodic shape of familiar songs (up and down&gt;&gt;)</p> <p>I can create my own songs or improvise one I know.</p> <p>I can play instruments with increasing control to express my feelings and ideas.</p>	<p style="text-align: center;">Spring</p> <p>I can develop my own ideas and decide which materials to use to express them.</p> <p>I can use different shapes and colours to create more detailed drawings.</p> <p>I can mix colours to make different shades.</p> <p>I can join different materials and textures.</p> <p>I can begin to develop complex stories in my pretend play, including small world equipment.</p> <p>I can begin to create collaboratively, sharing ideas, resources, and skills.</p> <p>I can listen attentively, move to, and talk about music, expressing my feelings and response.</p> <p>I can sing in a small group or on my own.</p> <p>I can explore and engage in music making dance, performing solo or in groups</p>



<b>Yearly Overview</b>	Autumn	Spring	Summer
<b>Progress of understanding</b>	<p>Child initiated activities in role play, reading, creative, construction-small world and music areas.</p> <p>Music scheme- Charanga- Me, My stories Clay diva lamp Mix colours to make a gingerbread man Cutting and joining activities Design and make a house for a Gingerbread man Look at Van Gogh and other self-portraits- ch draw self-portrait using paint, pastel, and charcoal. Leaf prints, bark rubbings, observational drawings of pinecones etc., make a picture based on leaf man Act out GM story. Make a bug house.</p>	<p>Child initiated activities in role play, reading, creative, construction-small world and music areas.</p> <p>Music scheme- Charanga- Everyone, our world Design and make a bus or other vehicle. Observational drawings of chicks, flowers, plants, toys. Make a spit pin egg or other structure Make a weaving a mat for Mother's Day. Re-enact Rosie's walk. Make up own story of a journey would like to go on.</p>	<p>Child initiated activities in role play, reading, creative, construction-small world and music areas.</p> <p>Music scheme- Charanga- Big Bear Funk, Reflect, rewind, replay Design and make a superhero cape/mask Design and make a trap for Evil Pea. Make own supertato or veg Paint in style of van Gogh Vegetable prints Make fruit salad Animal collage Observational drawings of animals using different media. Dance as animals from story Strictly dance with partners</p>
<b>Resources</b>	<p>Leaf man story Charanga music scheme Autumn/ outdoor things e.g. stones for collages Van Gogh prints- self-portrait, sunflowers Naughty bus story Photos of different buses Chicks, flowers etc for stimulus, Rosie's walk story Photos, models of animals Fruit Oliver's fruit salad story Recycled materials Natural materials</p>		