

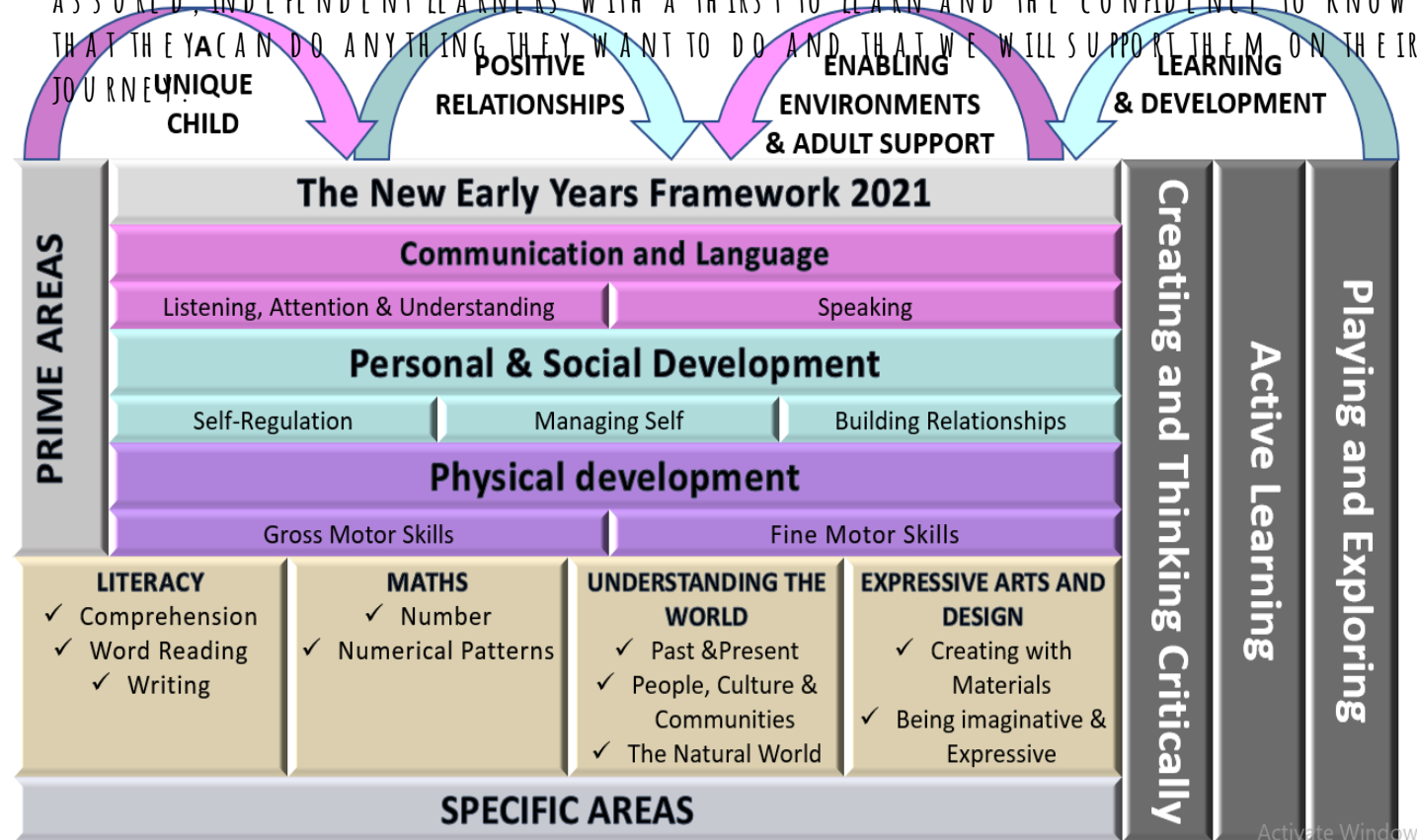
NURSERY LONG

TERM PLAN 22-23



AT ST JAMES C OF E PRIMARY AND NURSERY SCHOOL, WE AIM TO 'IGNITE, EXPLORE, BELIEVE'. THIS RUNS THROUGH EVERYTHING WE DO, FROM LESSONS, OUR LEARNING ENVIRONMENT BOTH INDOORS AND OUTDOORS TO VISITS AND VISITORS. OUR SCHOOL IS AN AMAZING PLACE TO BE AND THE STAFF AND CHILDREN ARE ALL VERY PROUD TO BE PART OF TEAM ST JAMES!

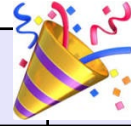
CHILDREN FEEL VALUED AND LOVED IN SCHOOL AND STAFF PRIDE THEMSELVES ON BUILDING STRONG RELATIONSHIPS WITH BOTH PARENTS /CARERS AND CHILDREN. WE TEACH LITERACY AND MATHS TO A HIGH STANDARD AND CHILDREN MAKE EXCELLENT PROGRESS THROUGHOUT THE YEARS. WE TREAT EVERY CHILD AS AN INDIVIDUAL AND ARE COMMITTED TO THE DEVELOPMENT OF THE 'WHOLE CHILD'. WE WANT CHILDREN TO ENTER KS1 HAPPY, SELF-ASSURED, INDEPENDENT LEARNERS WITH A THIRST TO LEARN AND THE CONFIDENCE TO KNOW THAT THEY CAN DO ANYTHING THEY WANT TO DO AND THAT WE WILL SUPPORT THEM ON THEIR JOURNEY.



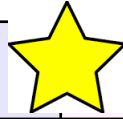
NURSERY LONG TERM PLAN 22-23



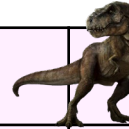
AUTUMN 1



AUTUMN 2



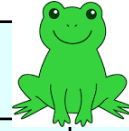
SPRING 1



SPRING 2



SUMMER



SUMMER 2

GENERAL THEMES

WHAT MAKES YOU UNIQUE!

Starting Nursery / my new class / New Beginnings
People who help us / Careers
My Family/relationships/feelings
What am I good at?
My house

LET'S CELEBRATE!

Bonfire night celebrations
Gingerbread man – Harvest
The Nativity
Christmas Lists
Letters to Father Christmas

MY WORLD AND ME!

A Starry Night Van Gogh
Night time adventures
Chinese New Year

ADVENTURE!

The great outdoors
Plants and flowers
Weather / seasons
Reduce, Reuse & Recycle
Fun Science / Materials
Pirates
Dinosaurs
Easter

GROWING!

Healthy food choices
Living things
What lives in our pond?
Life cycles
Farm animals

THE GREAT OUTDOORS!

Where in the world shall we go? Where do we live in the UK / world?
Send me a postcard!
Minibeasts (insects)
Staying safe

NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS

HIGH QUALITY TEXTS

Peace at last
Ness the nurse
Busy people – police officer
Mrs Vole the vet
Captain Tom, Little People Big Dreams

Firefighters – non fiction
Father Christmas needs a wee
The Gingerbread man
Owl babies
The Christmas story

Jack Frost
Wow said the owl
Room on the broom
I don't want to go to bed
Chinese new year
The tiger who came to tea

Non fiction books on chicks
Jasper's beanstalk
The little yellow chick
Nursery rhymes

Down by the cool of the pool
Frog life cycle (non-fiction)
Farmer Duck
Pig in a pond
Goldilocks and the three bears

Somebody swallowed Stanley
Blue Planet David
Attenborough, Little People
Big Dreams
Commotion in the ocean
Rainbow Fish
Anna's amazing glasses

'WOW' MOMENTS / ENRICHMENT

Family picnic
Autumn walk
Nurse /police officer/vet
Pets in
Diwali Day 15th October
National Poetry Day 7th October

Guy Fawkes / Bonfire Night/firefighter visit
Baking gingerbread men
Remembrance day - soldier visit
Christmas Time / Nativity/Santa

Valentines Day
Chinese New Year
National Handwriting Day
23rd January
National Storytelling week
30th Jan-6th Feb

Living eggs
Weather experiments
Mother's Day
World Book Day 3rd March
Easter bonnet parade/egg rolling/decorating

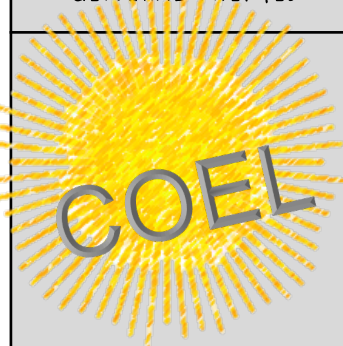
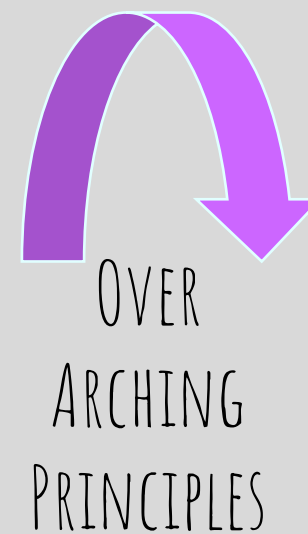
Caterpillars in
Frogspawn in classroom or pond visits
Food tasting – different cultures
Sunflower growing competition
Harvesting vegetables

Easter egg hunt

Spring walk

Map work - Find the Treasure
Father's Day
Ice – Cream
Pirate day
End of year family picnic

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GENERAL THEMES	WHAT MAKES YOU UNIQUE!	LET'S CELEBRATE!	MY WORLD AND ME!	ADVENTURE!	GROWING!	THE GREAT OUTDOORS!
 	Characteristics of Effective Learning					
	<p>Playing and exploring: - 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>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - 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>					
<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p>						
<p><i>PLAY: At St James, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play'. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.</i></p>						
<p>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</p>						

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GENERAL THEMES	WHAT MAKES YOU UNIQUE!	LET'S CELEBRATE!	MY WORLD AND ME!	ADVENTURE!	GROWING!	THE GREAT OUTDOORS!

OUR ST
JAMES
VISITING



THROUGHOUT THE YEAR, WE WILL BE FOCUSING ON OUR 7 LEARNING BEHAVIOUR SUPERHEROES OF CAPTAIN COOPERATION, LISTENING LIGHTLY EAR
THIS IS REPRESENTED BY IRON MAN, RISK TAKING ROBIN, RESILIENT RAY, PERSISTENT PETER AND CURIOUS COP



IT GOES WITHOUT SAYING THAT WE WANT OUR CHILDREN TO REACH THEIR POTENTIAL ACADEMICALLY WHILST HERE AT ST JAMES. BUT EDUCATION IS ABOUT SO MUCH MORE THAN THIS.

OUR SCHOOL PRIORITISES RELATIONSHIPS. WE REALLY CARE FOR EACH OTHER AS A STAFF TEAM, FOR OUR CHILDREN AND OUR FAMILIES. ST JAMES IS A LOVELY PLACE TO BE. OUR VALUES ARE NOT JUST LAMINATED ON CLASSROOM WALLS, THEY PERMEATE THROUGH EVERYTHING WE DO AND OUR BEHAVIOURS AS A TEAM. YOU FEEL THE ETHOS OF OUR SCHOOL THE SECOND YOU WALK THROUGH THE DOOR. WE PRIORITISE THE INNER CURRICULUM AS MUCH AS THE MORE EASILY RECOGNISABLE OUTER CURRICULUM. WE WANT OUR CHILDREN TO LEAVE US WITH ACADEMIC INTELLIGENCE, EMOTIONAL INTELLIGENCE AND ETHICAL INTELLIGENCE.

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	A U T U M N 1	A U T U M N 2	S P R I N G 1	S P R I N G 2	S U M M E R 1	S U M M E R 2
GENERAL THEMES	WHAT MAKES YOU UNIQUE!	LET'S CELEBRATE!	MY WORLD AND ME!	ADVENTURE!	GROWING!	THE GREAT OUTDOORS!
BRITISH VALUES SHARING CIRCLES	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
ASSESSMENT OPPORTUNITIES	In-house - Baseline data on entry Phonics assessments Aspects 1 – 7 WellComm assessments EYFS team meetings	On going assessments Pupil progress meetings Parents evening info EYFS team meetings In house moderation End of term Assessments Phonics assessments	In-house - Baseline data on entry Projections for EOY Cluster moderation EYFS team meetings Internal moderations WellComm assessments	Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments Phonics assessments	In-house - Baseline data on entry Well Comm assessments Cluster moderation EYFS team meetings	Pupil progress meetings Reports Phonics assessments EYFS team meetings EOY data
PARENTAL INVOLVEMENT	Welcome meeting Dojo involvement Parents picnic Open mornings	Dojo involvement Nativity Parents Evening Open mornings	Welcome meeting for new starters Dojo involvement Open mornings	Dojo involvement Parents Evening Easter hunt Open mornings	Welcome meeting for new starters Dojo involvement Open mornings	Dojo involvement Parents Evening End of year family Picnic Feast of St James

DIVERSITY TEXTS TO BE READ THROUGHOUT THE YEAR DURING STORY TIME SESSIONS

BAM E MAIN CHARACTERS	CULTURAL DIVERSITY	NEURO - DIVERSITY	PHYSICAL DISABILITIES	DIFFERENT FAMILIES
<p>SO MUCH ASTRO GIRL LULU'S FIRST DAY BABY GOES TO MARKET MOMMY SAYING FULL, FULL FULL OF LOVE 15 THINGS NOT TO DO WITH A PUPPY JABARI JUMPS IZZY GIZMO LITTLE PEOPLE BIG DREAMS BOOKS</p>	<p>THE BIG BOOK OF FAMILIES MAISIE'S SCRAPBOOK HATS OF FAITH THE JASMINE SNEEZE GOLDEN DOMES AND SILVER LANTERNS</p>	<p>WE'RE ALL WONDERS PERFECTLY NORMAN INCREDIBLE YOU I SEE THINGS DIFFERENTLY MR GORSKI I THINK I HAVE THE WIGGLE FIDGETS BECAUSE WHAT MAKES ME A ME? THE UNBUDGABLE CURMUDGEON</p>	<p>ITS OK TO BE DIFFERENT WHEN CHARLIE MET EMMA ONLY ONE YOU DON'T CALL ME SPECIAL HAPPY TO BE ME MILLIE GETS HER SUPER EARS</p>	<p>MY PIRATE MUMS MT TWO GRANDADS THE GIRL WITH TWO DADS WE ARE FAMILY MORE PEOPLE TO LOVE ME OUR CLASS IS A FAMILY LOVE MAKES A FAMILY HEATHER HAS TWO MUMMIES</p>



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHAT MAKES YOU UNIQUE!	LET'S CELEBRATE	MY WORLD AND ME	ADVENTURE	GROWING	THE GREAT OUTDOORS
COMMUNICATION AND LANGUAGE	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
<p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, WellComm and Plymouth Oracy Project Interventions.</p> <p>DAILY STORY TIME USING HIGH QUALITY TEXTS (FROM THE EYFS BRILLIANT READS LIST)</p>	<p>Welcome to EYFS Well Comm assessments Rhyme of the week Sign of the week Settling in activities Making friends Show an interest in the lives of other people</p> <ul style="list-style-type: none"> I can respond to my name and change my activity when encouraged I can use everyday words to talk about people I know I can follow simple instructions with visuals I can listen and respond to adults and peers <p>Key vocab : colours, nursery areas, adult names, rules and routines</p>	<p>Tell me a story! Well Comm assessments Rhyme of the week Sign of the week</p> <ul style="list-style-type: none"> I can follow two step simple instructions with visuals I can concentrate for slightly longer periods I can join in with a small group I can remember and join in with stories and rhymes <p>Key vocab : celebrations, describing words, food/ingredients</p>	<p>Tell me why! Well Comm assessments Rhyme of the week Sign of the week</p> <ul style="list-style-type: none"> I can speak in 2/3/4 word sentences I can understand more simple questions and answer appropriately I can express desires, feelings and needs I can begin to hold two-way conversations with adults and peers <p>Key vocab : seasonal language, revisit colour, light and dark</p>	<p>Explain to me! Well Comm assessments Rhyme of the week Sign of the week</p> <ul style="list-style-type: none"> I can begin to understand and ask why and how questions I can remember and use new words I can engage in imaginary role play sometimes building stories around objects and toys. <p>Key vocab : chick life cycle, planting/growing, recycling</p>	<p>Can you recount an event? Well Comm assessments Rhyme of the week Sign of the week</p> <ul style="list-style-type: none"> I can explain my own ideas/thinking I can describe the story settings and characters I can join in with the repeated lines and refrains I can use language as a powerful means of widening contacts and sharing feelings <p>Key vocab : frog life cycle, seasonal changes, animals and habitats</p>	<p>Tell me about differences? Well Comm assessments Rhyme of the week Sign of the week</p> <ul style="list-style-type: none"> I can communicate effectively with my peers and adults I can follow three step simple instructions without visuals I can anticipate key events in stories I can take turns in small groups I can ask simple questions and wait for a response <p>Key vocab : emotions, positional language / prepositions, revisit colour</p>



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	A U T U M N 1	A U T U M N 2	S P R I N G 1	S P R I N G 2	S U M M E R 1	S U M M E R 2
GENERAL THEMES	WHAT MAKES YOU UNIQUE!	LET'S CELEBRATE!	MY WORLD AND ME!	ADVENTURE!	GROWING!	THE GREAT OUTDOORS!
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
M A N A G I N G S E L F S E L F R E G U L A T I O N M A K I N G R E L A T I O N S H I P S	<p><u>SCARF: Me and My Relationships</u> All about me What makes me special Me and my special people Who can help me? (self-regulation) Me and my feelings 1 & 2 (naming different feelings, thinking about how to feel with 'not so good feelings', know some self-care techniques) Know that some actions and words can hurt others feelings.</p> <p>Oral hygiene: teeth cleaning linked to the dental nurse Handwashing Class rules: Behavioural expectations in the class/boundaries set Class rules</p> <ul style="list-style-type: none"> I can separate from my main carer with support I can distract myself when I am upset I know about oral hygiene 	<p><u>SCARF: Valuing Difference</u> I'm special you're special Same and different Same and different families Same and different homes I am caring Kind and caring</p> <p>Independence : selecting and putting back own belongings</p> <ul style="list-style-type: none"> I can express my own feelings I am aware of my own feelings and am beginning to understand that some actions and words can hurt other's feelings I can demonstrate friendly behaviour and form good relationships with adults and peers 	<p><u>SCARF: Keeping myself safe</u> What's safe to go in my body? Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe</p> <p>SMART rules Class rules : Behavioural expectations in the class / boundaries set</p> <ul style="list-style-type: none"> I can separate from my main carer with support I can distract myself when I am upset I can use an adult as a secure base I can begin to accept the needs of others and can take turns and share resources I can show confidence in asking adults for help 	<p><u>SCARF: Rights and responsibilities</u> Looking after my special people: I know that caring relationships are at the heart of happy families Looking after my friends: I know what makes a good friend Being helpful at home and caring for our classroom Caring for our world Looking after money Looking after money</p> <p>Healthy eating: Fruit kebabs/making a fruit smoothie</p> <ul style="list-style-type: none"> I am beginning to understand about foods that are healthy and unhealthy I can express my own preferences and interests I can respond to a few appropriate boundaries 	<p><u>SCARF: Being my best</u> Bouncing back when things go wrong: resilience Yes I can: confidence and resilience Healthy eating Move your body A good nights sleep</p> <p>Importance of exercise Being kind to living creatures Taking care of animals (frogs/butterflies)</p> <ul style="list-style-type: none"> I can separate from my main carer with support I can distract myself when I am upset I can use an adult as a secure base I am confident to talk to other children when playing I can usually tolerate delay when my needs are not immediately met I can seek out others to share experiences I welcome value and praise for what I have done 	<p><u>SCARF: Growing and changing</u> Seasons Life stages, plants, animals, humans Life stages, human life stage, who will I be? Where do babies come from? Getting bigger Me and my body, girls and boys</p> <p>Transition into Reception for 4 year olds</p> <ul style="list-style-type: none"> I enjoy responsibility of carrying out small tasks I can select and use activities and resources independently I can follow rules and understand why they are important I understand that my wishes may not always be met I am confident and outgoing with familiar people in the safe context of my setting.



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GENERAL THEMES	WHAT MAKES YOU UNIQUE!	LET'S CELEBRATE!	MY WORLD AND ME!	ADVENTURE!	GROWING!	THE GREAT OUTDOORS!
PHYSICAL DEVELOPMENT	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
	<ul style="list-style-type: none"> I can hold a pencil (fisted/digital pronate grip) to make marks I am beginning to do up my own large buttons I can turn the pages in a book 	<ul style="list-style-type: none"> I can fit the pieces of a puzzle together I can pick up tiny objects using a fine pincer grip I can use one-handed tools and equipment, e.g. make snips in paper with child scissors 	<ul style="list-style-type: none"> I can use tweezers I can use tools effectively in playdough (e.g. cutters / rollers) I can take off and put on my own shoes (not laces) I am beginning to do up my own zip 	<ul style="list-style-type: none"> I can show increasing control over tools like pencils and crayons I can use tools for mark making with control I can grip using five fingers or preferably two fingers and thumb for control 	<ul style="list-style-type: none"> I can use a four finger grip to hold my pencil I can use pincers, tweezers and threading equipment with increasing control and confidence 	<ul style="list-style-type: none"> I can use scissors effectively to cut straight lines in paper I am beginning to use 3 fingers (tripod grip) to hold my pencil.
	<p>FINER MOTOR</p> <p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> <p>DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES INCLUDING LETTERJOIN</p>	<p>NEXT LEVEL SPORTS: Multiskills</p> <p>Balance Different ways of moving Negotiate space Travelling with confidence Refining fundamental skills</p>	<p>NEXT LEVEL SPORTS: Games</p> <p>Ball skills: throwing, catching, kicking Using different sized balls Follow the rules of a game</p>	<p>NEXT LEVEL SPORTS: Dance</p> <p>Move energetically Copy basic actions Move to music Negotiate space I can perform teacher led warm ups</p>	<p>NEXT LEVEL SPORTS: Gymnastics</p> <p>Balance Core muscle strength Jumping and landing Awareness of space</p>	<p>NEXT LEVEL SPORTS: Cricket</p> <p>Follow the rules of a game Use a racket I can join in with a game</p>
GROSS MOTOR	<p>CONTINUOUS PROVISION; Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play- climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good options :</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>					

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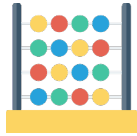
	A U T U M N 1	A U T U M N 2	S P R I N G 1	S P R I N G 2	S U M M E R 1	S U M M E R 2	
GENERAL THEMES	WHAT MAKES ME UNIQUE!	LET'S CELEBRATE!	MY WORLD AND ME!	ADVENTURE!	GROWING!	THE GREAT OUTDOORS!	
LITERACY	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)						
	COMPREHENSION - DEVELOPING A PASSION FOR READING Children will visit the library regularly	<ul style="list-style-type: none"> I can fill in missing words from well known rhymes I can show my preference for a book or a song or a rhyme. 	<ul style="list-style-type: none"> I can identify myself in a story and show enjoyment for stories about familiar people I can hold a book, turn the pages and indicate an understanding of pictures and print 	<ul style="list-style-type: none"> I am beginning to be aware of the way stories are structured I show interest in illustrations and print in books and print in the environment 	<ul style="list-style-type: none"> I can describe the main story settings, events and principal characters I can make suggestions about what might happen next in a story 	<ul style="list-style-type: none"> I can talk about events and characters in a book I can suggest how a story might end 	<ul style="list-style-type: none"> I can describe main story settings, events and principal characters I can tell a story to my friends
	WORD READING Children will be working in different groups for Phonics.	<ul style="list-style-type: none"> I can join in with rhymes and stories 	<ul style="list-style-type: none"> I can identify rhymes. I can join in with the rhythm of well known rhymes and songs I can notice and repeat sounds 	<ul style="list-style-type: none"> I can understand that print has meaning I can hold a book the right way up and turn the pages by myself 	<ul style="list-style-type: none"> I know that print can have different purposes I know the names of the different parts of a book 	<ul style="list-style-type: none"> I know that we read English text from left to right and from top to bottom I can identify signs and symbols in the environment and recall what they mean / I can ascribe meaning to other marks like on signage. 	<ul style="list-style-type: none"> I can spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother.

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	A U T U M N 1	A U T U M N 2	S P R I N G 1	S P R I N G 2	S U M M E R 1	S U M M E R 2
GENERAL THEMES	WHAT MAKES ME UNIQUE!	LET'S CELEBRATE!	MY WORLD AND ME!	ADVENTURE!	GROWING!	THE GREAT OUTDOORS!
WRITING TEXTS MAY CHANGE DUE TO CHILDREN'S INTERESTS	<ul style="list-style-type: none"> I can randomly scribble on a page, sometimes with both hands I can begin to balance when sitting I can make connections between my actions and the marks being made 	<ul style="list-style-type: none"> I can control the marks on the page I can use a range of tools to make marks and show an interest in my own marks and others marks 	<ul style="list-style-type: none"> I can make connections between my actions and the marks being made I ascribe meaning to my marks 	<ul style="list-style-type: none"> I can distinguish between the different marks I make I can tell an adult what my marks mean I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body I can copy shapes, letters and pictures 	<ul style="list-style-type: none"> I can identify sounds from my own name in other words I can write some or all of my name 	<ul style="list-style-type: none"> I can use some of my print or letter knowledge in my early writing. For example : writing a pretend shopping list that starts at the top of the page, write /m/ for Mummy. I can write some letters accurately.

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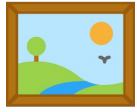


	A U T U M N 1	A U T U M N 2	S P R I N G 1	S P R I N G 2	S U M M E R 1	S U M M E R 2
GENERAL THEMES	WHAT MAKES YOU UNIQUE!	LET'S CELEBRATE	MY WORLD AND ME	ADVENTURE	GROWING!	THE GREAT OUTDOORS!
MATHS <i>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." – Shakuntala Devi</i>	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
	<ul style="list-style-type: none"> I can recite some number names in sequence I can show interest in and join in with number rhymes 	<ul style="list-style-type: none"> I can recite some number names past 5 I can have conversations about numbers I can say when two small groups have the same number I can sort objects using one simple criteria I can share play toys with a friend when asked 	<ul style="list-style-type: none"> I can recite some number names in sequence I can show interest in and join in with number rhymes I can bring one or two objects to an adult when asked I can extend a simple pattern, e.g. ABABABAB I can experiment with my own symbols, marks and numerals 	<ul style="list-style-type: none"> I can use number names to ten I am beginning to count small quantities accurately I can show an understanding of simple comparisons – more I can give one more object when asked I can identify the shape of everyday objects 	<ul style="list-style-type: none"> I can recite some number names in sequence I can show interest in and join in with number rhymes I can correct a simple pattern I can show understanding of simple comparisons – less I can take away one object when asked I can use informal language such as "stripy", "Pointy" when sorting objects I know that the last number reached when counting objects is how many in total I have fast recognition of three objects I can compare quantities 	<ul style="list-style-type: none"> I can say one number name for each item in order to five I can link numerals and amounts I can show finger numbers up to 5 I can describe a sequence of events in order I can use mathematical language to describe shapes I can identify numerals in the environment I can represent numbers using marks



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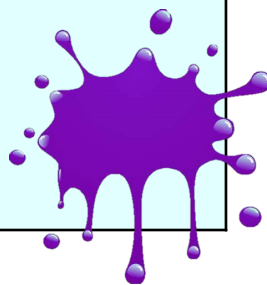
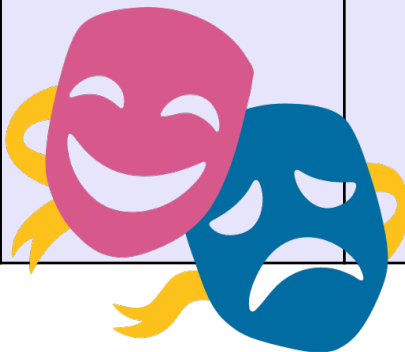
	A U T U M N 1	A U T U M N 2	S P R I N G 1	S P R I N G 2	S U M M E R 1	S U M M E R 2
GENERAL THEMES	WHAT MAKES YOU UNIQUE!	LET'S CELEBRATIONS!	MY WORLD AND ME!	ADVENTURE!	GROWING!	THE GREAT OUTDOORS!
UNDERSTANDING THE WORLD / RE / FESTIVALS	<p>Understanding the world involves guiding children to make 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.</p>					
<p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p> <p>At St James we follow Devon and Torbay Agreed Syllabus for RE in Reception upwards</p>	<ul style="list-style-type: none"> I enjoy joining in with family customs and routines Which people are special and why? Being special – where do we belong? Belonging to their family Belonging to Caterpillars/the Purple team/St James Which stories are special and why? 	<ul style="list-style-type: none"> I can remember and talk about significant events in my own experience What times are special and why? Which stories are special and why? Christmas 	<ul style="list-style-type: none"> In pretend play I can imitate everyday actions and events from my own family and cultural background What times are special and why? Chinese New year 	<ul style="list-style-type: none"> I can recognize similarities and differences What times are special and why? Which stories are special and why? Easter What places are special and why? Link to churches 	<ul style="list-style-type: none"> I know that I have similarities and differences that connect me to and distinguish me from others What is special about our world? Awe and wonder : growth and change of animals 	<ul style="list-style-type: none"> I can develop my sense of responsibility and membership of a community What is special about our world?
	<ul style="list-style-type: none"> I am interested in photographs of myself and familiar people and objects I am curious about people and show interest in stories about myself and my family I can talk about what I was like as a baby 	<ul style="list-style-type: none"> I can show interest in different occupations (e.g. firefighters/nurse/police officers) I enjoy celebrating my birthday and that of others I can make observations about my immediate environment I can, in pretend play, imitate everyday actions and events from own family and cultural background e.g. making and drinking tea 	<ul style="list-style-type: none"> I can begin to make sense of my own life story and my family history I can identify where things belong in my environment e.g. where my coat/bottle/painting goes 	<ul style="list-style-type: none"> I can talk about environments in stories I can talk about places I have visited (e.g. park, Asda, beach, etc) I can follow positional language instructions I am beginning to notice changes in my environment 	<ul style="list-style-type: none"> I can see my new friends have similarities and differences that connect them to and distinguish them from others I can talk about places in and around school 	<ul style="list-style-type: none"> I can use simple positional language I am beginning to talk about and describe changes in my environment



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EXPRESSIVE ARTS AND DESIGN	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<ul style="list-style-type: none"> I can explore different materials freely, in order to develop my ideas about how to use them and what to make I can use various construction materials I can manipulate play dough (knead, roll, etc) 	<ul style="list-style-type: none"> I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers) I can recognize and name colours 	<ul style="list-style-type: none"> I can join different materials and explore different textures I can draw identifiable pictures I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers) with increasing control 	<ul style="list-style-type: none"> I can talk about what I am creating I can begin to use representation to communicate e.g. drawing a line and saying "That's me" 	<ul style="list-style-type: none"> I can draw a person with identifiable features I can develop my own ideas and then decide which materials to use to express them 	<ul style="list-style-type: none"> I have been exposed to a different range of artists I can show interest in and describe the texture of things



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CURRICULUM GUARANTEE AT ST JAMES	ENRICHMENT OPPORTUNITIES LINKED TO THE NATIONAL TRUSTS "50 THINGS YOU SHOULD DO BEFORE YOU ARE 11 ¾" AND THE DFE, "MY ACTIVITY PASSPORT"					
	Paint a self portrait Perform a song	Have fun with sticks Visit a place of worship Post a letter	Get to know a tree Make a mud creation	Go welly wandering Go barefoot Take a photograph	Roll down a really big hill Make friends with a bug Bring up a butterfly Make a sandwich Taste a new fruit	Spot a fish Play pooh sticks Go paddling Explore the wonders of a rockpool Have a teddy bears picnic