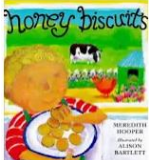



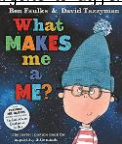



2024 -2025 Plan - Early Years

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school values - Haggonfields' Way - Believe, Aspire, Excel						
Prime Areas						
Communication and Language						
<p>Focus Text to Enhance the environment</p> <p>Encourage discourse by facilitating group discussions, fostering deeper comprehension through explanations and prompting critical thinking with thought-provoking questions. Extend learning by incorporating new vocabulary and complex sentence structures.</p>	<p><u>Food/ Healthy Lifestyle</u> Honey Biscuits - Meredith Hooper</p>  <p>Oliver's Fruit Salad - Vivian French</p> 	<p><u>Wooded Environment</u> Leaf Man - Lois Ehler</p>  <p>My Little Forest - Katrin Wiehle</p> 	<p><u>Cold Environment</u> Blue Penguin - Petr Horacek</p>  <p>Polar Bear, polar bear - Eric Carle</p> 	<p><u>Traditional Tales</u> The three Billy Goats Gruff</p>  <p>Three little Pigs</p> 	<p><u>Change over time - Minibeast</u> The Very Hungry Caterpillar - Eric Carle</p>  <p>Oliver's Vegetables - Vivian French</p> 	<p><u>Journey and Coast</u> The Train Ride - June Crebbin</p>  <p>Sharing a shell - Julia Donaldson</p> 
	Wellcomm Interventions					
Personal, Social and Emotional Development						
<p>By linking focus text to writing, stories shared during reading sessions, and group discussions, children improve in listening, responding and questioning skills. Positive relationships between adults and peers within the provision serve as models and scaffolds for social interactions.</p>	<p><u>Everyone is different</u></p>  <p>Patan's pumpkin. Specs for Rex.</p>	<p><u>Working Together</u></p>  <p>Ruby's worry. Harris the Hero. That's (Not) Mine</p>	<p><u>Making Friends</u></p>  <p>Bugs in the garden. Olive and the Embarrassing Hat. Simon sock</p>	<p><u>Resilience</u></p>  <p>Ugly duckling. Tilda Tries Again. Mama Panya's pancakes.</p>	<p><u>Growth Mindset</u></p>  <p>The dot. You're fantastic Elastic Brain. Bears Don't read</p>	<p><u>Sharing</u></p>  <p>Should I share my ice-cream? Llama Llama Time to Share.</p>

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Group sessions modelling feelings discussing how to resolve problems, small world re-enactments and stimulus relating to the PSED title and the whole school value.

Physical Development

PE provision lead by Workop Town - PE planning scheme - Real PE

In the context of physical development in early years education, a holistic approach is vital to ensure children progress optimally. Outdoor provision plays a crucial role in honing gross motor skills by encouraging activities that challenge coordination and balance while also fostering risk assessment and the cultivation of confidence in a safe environment. Equally, indoor provision focuses on refining gross motor skills within construction tasks. Furthermore, fine motor skills are nurtured through activities such as threading, mark making variations, and tactile exercises like playdough manipulation. This comprehensive approach nurtures physical development in young learners.

Personal Footwork One leg balance	Social Jumping and landing Seated balance	Cognitive Dynamic Balance Stance	Creative Ball Skills Counter Balance	Physical Sending and Receiving Reaction / Response	Fitness Ball Chasing Floor Work
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Reception - Health and wellbeing: regular physical activity, healthy eating, oral hygiene, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.

Specific Areas

Literacy

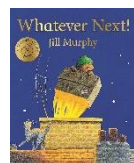
Focus Text Writing - Talk for Writing Reception

The Talk for Writing approach empowers students to engage in independent reading and writing across various subjects, catering to diverse audiences and objectives. A pivotal aspect involves children absorbing essential language structures by verbalising the text and engaging in thorough reading. The primary goal is to cultivate innovative, imaginative, and proficient writers.

Handa's Surprise



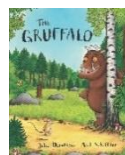
Whatever Next



We're going on a Bear Hunt



The Gruffalo Julia



Lost and Found



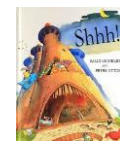
Hello, World! Arctic Animals



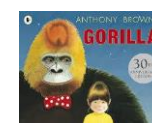
Gingerbread Man



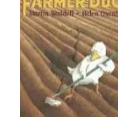
Shhh!



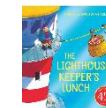
Gorilla Anthony Browne



Farmer Duck



The Lighthouse Keeper's Lunch



The Odd Fish





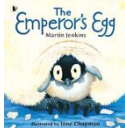
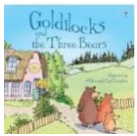


If Sharks Disappeared



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Pie Corbett's Reading Spine							
Mark making and writing area, enhanced in line with the focus text							
<p>Phonics</p> <p>'Success for all'</p> <p>Phonics plays a crucial role in helping children acquire the ability to hear, recognise, and utilise various sounds that differentiate words in the English language. By understanding the sounds of individual letters and their combinations, children can effectively decipher words while reading, similar to cracking a code. While phonics enhances reading accuracy, it does not automatically enhance comprehension. To ensure holistic reading progress, it is imperative that we explicitly teach vocabulary development, spelling, and comprehension alongside phonics within our Shared reading sessions.</p>	<p>FS1 Phase 1 Phonics</p>	<p>Environmental sounds.</p>	<p>Environmental sounds. Instrumental sounds.</p>	<p>Environmental sounds. Instrumental sounds. Body percussion (e.g. clapping and stamping) Rhythm and rhyme.</p>	<p>Environmental sounds. Instrumental sounds. Body percussion (e.g. clapping and stamping) Rhythm and rhyme.</p>	<p>Environmental sounds. Instrumental sounds. Body percussion (e.g. clapping and stamping) Rhythm and rhyme. Alliteration. Voice sounds.</p>	<p>Environmental sounds. Instrumental sounds. Body percussion (e.g. clapping and stamping) Rhythm and rhyme. Alliteration. Voice sounds. Oral blending and segmenting (e.g hearing that d-o-g makes 'dog')</p>
	<p>FS2</p>	<p>Phase 2 - Step 1- step 3</p>	<p>Phase 2 - Step 4 - step 8</p>	<p>Phase 3 - Step 9 - 14</p>	<p>Phase 3 - Step 15 - 20</p>	<p>Phase 3 - Step 21 - 27</p>	<p>Phase 3 - Step 28 - 32</p>
<p>Reading in the environment - visual timetable, reading books within all areas, labelling, reading corner, puppets and props.</p>		<p>All - Tuesday Library book change, pupils to take home book to share with family and friends FS2 - Shared reading 'Success for all' scheme books changed weekly/bi-weekly dependent upon progress. Planning followed and adapted to meet the needs of pupils. Shared reading book online title shared. Additional book aligned to phonics stage to take home</p>					

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Mathematics								
White Rose Maths Reception		'Getting to Know You' Block 1 - 'Match, sort and compare' Block 2 - 'Talk about measure and patterns'	Block 3 - 'It's me 1 & 3!' Block 4 - 'Circles and triangles' Block 5 - '1,2,3,4,5' Block 6 - 'Shapes with 4 sides'	Block 7 - 'Alive in 5' Block 8 ' Mass and Capacity' Block 9 'Growing 6, 7, 8'	Block 10 - 'Length, height and time' Block 11 - 'Building 9 & 10' Block 12 ' Explore 3-D shapes'	Block 13 - 'To 20 and beyond' Block 14 - 'How many now?' Block 15 'Manipulate, compose and Decompose'	Block 16 - 'Sharing And grouping' Block 17 - 'Visualise, build and map' Block 18 - ' Make Connections'	
Incorporating Maths enhancement through loose parts, provocation linked to the overarching theme, and text identified in Communication & Language, we focus on teaching counting, understanding and using numbers, simple addition and subtraction calculations as well as describing shapes, spaces, and measurements. Highlighting mathematical concepts and utilising general number books to enrich learning experiences.		<u>Food</u> 	<u>Wooded Environment</u> 	<u>Cold Environment</u> 	<u>Traditional Tales</u> 	<u>Change over time</u> 	<u>Journey and Coast</u> 	
Focus Text - Maths		Text as suggested by WRM. Books available on maths focus loose parts shelf						
Understanding the World								
People, culture and communities	Cultural capital - celebrating pupil's own experiences and comparing to others learnt. Compare immediate, local, near and far environments, homes and cultures Reference the globe related to stories from	Festivals and Significant Events	Grandparents Day (1 st October) Recycle Week (16 th - 22 nd October) Black History Month (October)	Bonfire Night (5 th November) Remembrance Day (12 th November) Diwali (12 th November) Advent (1 st - 25 th December)	Lunar New Year (10 th February) Lent - Shrove Tuesday (13 th February)	World Book Day (7 th March) British Science Week Mothering Sunday (10 th March) Ramadan (Begins 10 th March) Red Nose Day (17 th March) Holi (25 th March) Easter (31 st March)	Eid (10 th April) Earth Day (22 nd April) Children's Gardening Week (25 th May - 2 nd June)	Healthy Eating Week (10 th -14 th June) Father's Day (16 th June) Summer Solstice (20 th June)
		Discovery RE & Understanding Christianity	<u>Theme:</u> <u>Special People</u> Key Question: What makes people special? Faith: Christianity, Judaism	<u>UC Concept</u> <u>Incarnation</u> Why do Christians perform nativity plays at Christmas?	<u>Theme:</u> <u>Celebrations</u> Key Question: How do people celebrate? Faith: Islam, Christianity,	<u>UC Concept</u> <u>Salvation</u> Why do Christians put across in an Easter Garden?	<u>Theme:</u> <u>Stories</u> Key Question: What can we learn from stories? Faith: Buddhism, Christianity, Islam, Hinduism, Sikhism.	<u>Theme:</u> <u>Special Places</u> Key Question: What makes places special? Faith: Christianity, Islam, Judaism


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	around the world, celebrations and Faith	Planning followed						
		Geographical Environment	<p>Earth Day</p> <p>To know how to look after the environment, including recycling.</p> <p>To know that it is important to save water and know simple ways we can do this.</p> <p>To know that some materials can be recycled and how we can be super recyclers.</p>	<p>To know places that are special to themselves.</p> <p>To know places in Rhodesia and Worksop.</p> <p>To know and name different key features and objects in their local environment, including: shop, canal, school</p>	<p>To know that weather changes, naming different weather types and describing each with accurate blustery, sunny, windy, snowy.</p> <p>To know and name the 4 seasons.</p>	<p>To know some environments are different to the ones in which we live, including: woodlands, beaches and oceans</p> <p>To know that life is different in different countries, including homes.</p>	<p>To know that people can change the environment in different ways, such as growing and gardening.</p>	<p>To know that they have travelled to other places and be able to name some of them</p> <p>To know the world is covered by land and water.</p> <p>To know directions including left/right</p> <p>To know that maps show the features in a place.</p>
Past and Present	Termly recording in floor books, including recoding of pupil comments. Available for pupils to share and discuss at all times. Daly timetable, self-registration and calendar.	To know and recall own actions. Increase the time-frame of recall. To know why these actions were taken. Change over time personal events (baby, toddler, begin school). Talk about significant events and celebrations - past, present and share events in the immediate future.						
The Natural	Science - weekly provision developing skills of investigation, observation	<u>Seasonal changes observations and enquiries - Observing and discussing the features of the immediate environment</u>						
		Autumn	Autumn/Winter	Winter	Spring	Spring/Summer	Summer	

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building on previous knowledge, understanding and skills. Seasonal changes - continuous learning	To know that humans get energy from food, sleep and water to keep themselves healthy and active.	To know animals, live in and require different environments. To know that animals get energy from food, sleep and water.	To know the different states water can take.	To know the conditions plants need to survive. To know the names of new-born animals and the adults they change to.	To know the habitats of minibeasts, requirements of the environments. To know how to describe and comment on things they have seen, including plants and animals.	To know how to question and amend plans to achieve a better outcome. To know some words that describe materials (hard or soft, rough or smooth) To know how to talk about what they see using words such as - push, pull, stretch, bend, snap.
	To know how to look after their teeth. To know why we brush our teeth. To know how the dentist helps us.	To know at least 3 powered objects. (different sources of energy)	To know 2 natural and 2 synthetic materials. To know what happens when 2 materials are heated or cooled.	Forces		To know that objects Float/Sink To know what happens when objects are Pushed/pulled

Expressive Arts

2D- Variety of media and mark making equipment available. Model usage and explore different method of application. 3D - Explore, design, creating by selecting tools and manipulating effectively. Discuss and evaluate celebrating and suggesting development.	Role play area linked to the theme, season or celebrations. Props, material and scene link provide opportunities to re-enact experiences and stories.					
	Pointillism Seurat 	Colour and Shape Beatriz Milhazes 	Mixed Media Horacek 	Pattern Kandinsky 	Collage Matisse 	Environmental Goldsworthy 

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Explore and engage in making music and dance. Music area in outside provision - making sounds from everyday objects and percussion instruments.

Within our provision time, students engage in a diverse music curriculum that focuses on developing a comprehensive understanding of musical elements. Through the use of Kapow, we actively explore various genres of music, delving into discussions surrounding pitch, volume, tempo, and personal preferences. Students participate in singing activities, honing their vocal skills and fostering a sense of musical community. Moreover, learners familiarise themselves with a range of instruments, including the drum, tambourine, triangle, maracas, and cymbals, thus expanding their musical vocabulary. Through innovative tools like the rhyme sack, students enhance their lyrical creativity, fostering a deep appreciation for diverse musical expressions.

Kapow Primary Scheme

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Exploring Sounds	Celebration Music	Music and Movement	Musical Stories	Transport	Big Band