

Flourish Federation Reception long-term plan 2023 - 24

Vision: We provide and promote a safe, secure, nurturing, inclusive and fun learning environment in which our children become capable, confident, resilient and responsible individuals, who will build strong foundations for life, enabling them to flourish, learn and grow.

Environment: Our environment creates thinkers, problem solvers and negotiators where there are no ceilings on learning. There are planned opportunities to acquire knowledge and apply to new situations. Thorough assessment informs the environment.

Curriculum - Skills based curriculum with knowledge woven throughout. We focus on the process of learning. The curriculum dictates the skills and knowledge we teach.

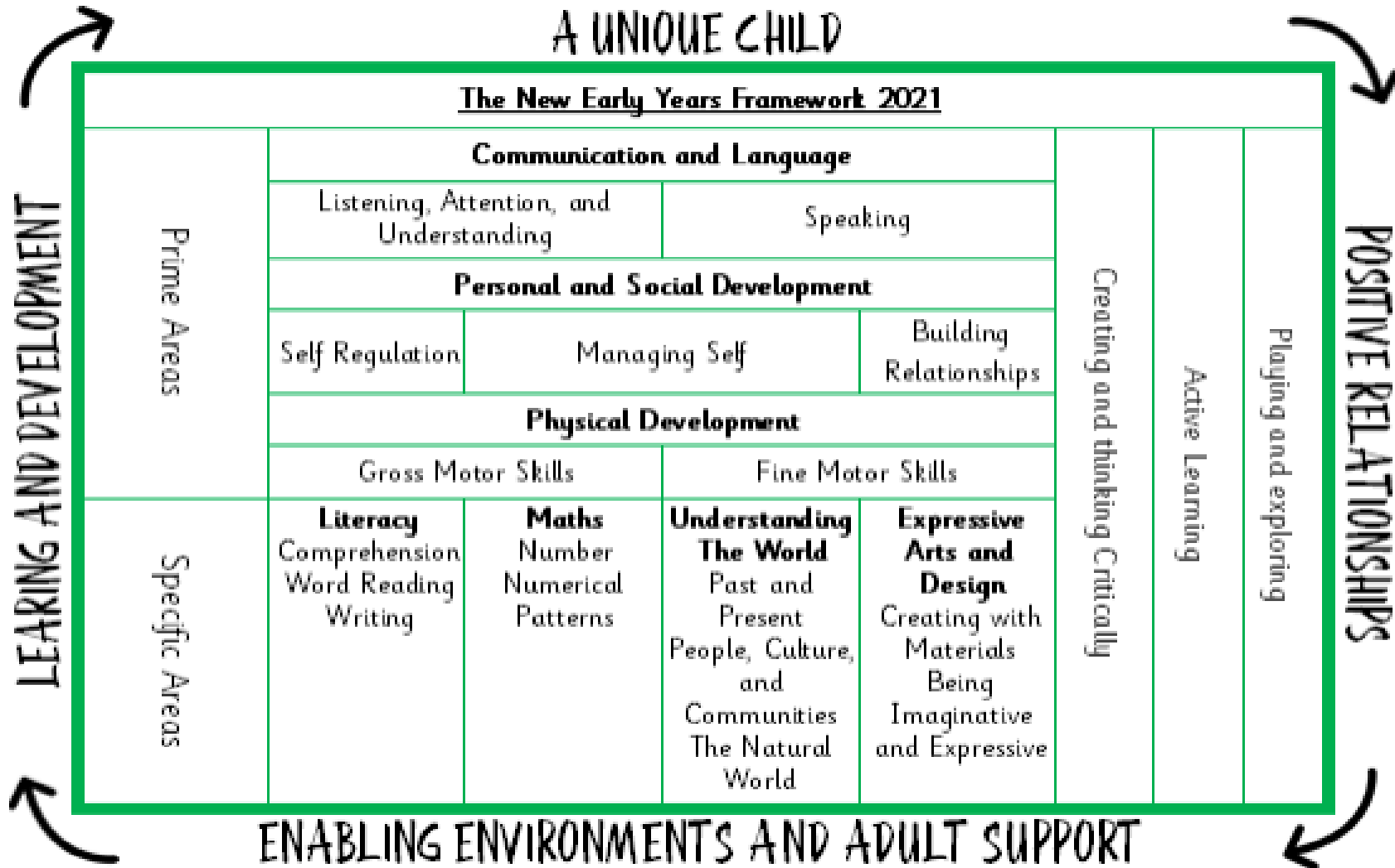
Play - How we engage our children. This needs to be well planned using the children's interests and informed by observation and assessment. A play-based approach ensures that we respond to individual needs and every child can access the provision and achieve their full potential.

Talk - Opportunities are planned to increase and develop vocabulary and language. This provides high quality talk for themselves, to each other and adults. There are high expectations and planned modelling of language.

Expectations - We have the highest expectations for all of our children. The provision provides a challenge for all children and ensures that children are developing their knowledge and skills. 'Learning through my play' time is always purposeful, where we ensure that children always challenge themselves and further their own learning. Planning ensures that adults teach and move all children's learning on through play.

A UNIQUE CHILD

The New Early Years Framework 2021



Overview/Key themes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	What is Special about me?	What do people celebrate?	What stories can we tell?	What is growing?	Nature explorers	What is changing in the world around me?
Value	Compassion	Responsibility	Friendship	Perseverance	Forgiveness	Trust
Key texts	The colour monster We're going on a bear hunt You Choose	Little Red Hen The Cave Stickman Christmas story/Nativity	Winter Sleep Shhhh! Traditional Tales <i>Three Little Pigs</i> <i>Jack and the Beanstalk</i> <i>Chicken Licken</i>	Eggs and Chicks by Fiona Pachet Six little chicks by Jez Alborough One fluffy baa-lamb, ten Hairy caterpillars by Nick Sharratt	Summer by Paul Humphery Seaside Poems by Jill Bennett and Nick Sharratt The Frog Olympics by Brian Moses	Tadpoles Promise Toddle Woddle by Julia Donaldson Magic Beach by Alisson Lester
Key dates	Diwali	Remembrance Harvest Christmas Bonfire Night	Lunar New Year Shrove Tuesday	Easter Lent Mothers Day	Earth Day Eid - Muslim Festival	Fathers Day Sports day Transition week
Enrichment (Visit/visitor)	Owls	Local village walk Church visit Letters to Santa - visit the postbox	Food tasting - Chinese new year Pancakes	Grow cress / beans	RSPCA	Joint sessions with the nursery.
Parental Engagement Tapestry Dojo	Transition 'Meet the teacher' PTIs Phonics workshop Home school agreement	Harvest Remembrance Christmas Maths workshop	PTIs SEN workshop	Reading workshop	PTIs	End of year report
Assessment	Start baseline In house baseline for the prime areas. Phonics	Phonics Moderation Pupil Progress	Phonics	Phonics Moderation Pupil Progress	Phonics GLD to data	Phonics Moderation Pupil Progress Transition

1.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and language	The development of children's spoken language underpins all seven areas of learning and development. Childrens back and forth interactions from an early age for 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 sat 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 conversations, 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 and become comfortable using a rich range of language.					
EYFS focus: C&L is developed throughout the year through high quality instructions, daily group discussions, sharing circles, life skills, stories, singing, speech and language interventions.	Daily routines Circle Games Making friends Talking about me Rhyming and alliterations Hearing sounds in the environment around me Feelings Modelled Talk - "Good morning, how are you?" Learn rhymes, poems and songs	Exploring new vocabulary Following instructions Focusing on short tasks Greater engagement in two way conversations Learn rhymes, poems and songs	Story language Take part in discussions Responding to stories Describe events Learn rhymes, poems and songs	Noticing sharing ideas Ask I wonder questions Use key language to enhance our descriptions Use familiar language to act out an experience Learn rhymes, poems and songs	Share ideas and opinions about books we a re reading Exploring a range of fiction and non-fiction Describe similarities and differences Create their own stories and narratives Learn rhymes, poems and songs	Offer explanations Use past, present and future tense Learn rhymes, poems and songs Hold a conversation with adults and peers
Daily stories. Tier 2 vocab. Adults commentating during play. Adults modelling standard English.						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, social and emotional development	<p>Personal, Social and Emotional Development underpins and shapes the future of children's lives to ensure they are healthy and happy. PSED is fundamental in all aspects of the curriculum and the development of the whole child. With support, children develop strong and supportive relationships with familiar adults. The adults support and enable the children to understand their own feelings and those of others. Throughout the curriculum, children are supported to manage their feelings, have confidence in their goals and celebrate progress they have made. It is vital children learn to have confidence in their own ability, persist but also show patience and wait for what they want. Through adult guidance and modelling, children will learn to look after their bodies, including healthy eating and manage their own personal needs and hygiene independently. Friendships are developed and maintained and children are supported whilst learning to cooperate and resolve conflicts peacefully. This lays the foundations so children can achieve at school and throughout their lives.</p>					
<p>EYFS focus: PSED is developed throughout the year through high quality texts, daily group discussions, sharing circles and life skills.</p>	<p>Talk about their interests and what is special to them.</p> <p>Being in my new class. Class rules and routines - Have a play and put it away! 'We are learning through play'.</p> <p>Support children to build relationships.</p> <p>Play alongside other children, taking turns.</p> <p>Share resources-sharing timers, talk through why we take turns, wait politely and tidy up after ourselves.</p>	<p>Autumn 1 is ongoing.</p> <p>Model ways to cope with different emotions - link to Jigsaw.</p> <p>Develop self-confidence. Make independent choices. build positive relationships. use talk to articulate how they are feeling.</p> <p>Celebrating similarities and differences. Mental wellbeing - How to talk and organise their emotions,</p>	<p>Celebrate differences.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Encourage children to think about their own feelings and those of others with adult support.</p> <p>Show resilience and perseverance in the face of a challenge.</p> <p>Personal hygiene and germs, including bacteria, viruses, how they spread and the importance of handwashing.</p>	<p>To begin to think about the perspective of others and the implications of your actions.</p> <p>To describe what makes a good friend.</p> <p>To identify the mental and physical benefits of being active and healthy.</p> <p>To describe how to look after pets. Introduce Growth Mindset and the importance of being positive.</p> <p>To describe the importance of healthy food and regular exercise.</p>	<p>To establish and maintain friendships. To show resilience when things do not go their way.</p> <p>To know ways to look after the planet.</p> <p>Talk about what is right and wrong and reasons.</p> <p>To be sensitive to the needs of others.</p>	<p>Take part in Sports Day.</p> <p>Transition - moving on or staying in the same class but new year group.</p> <p>Reflect on how far they have come.</p> <p>Feeling proud of ourselves.</p> <p>Dreams and Goals.</p>

	Learn basic hygiene through routines. Be independent in addressing their own needs - rolling snacks, self registration, toileting.					
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3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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 explanations and the development of a child's strength, coordination 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, coordination and agility. Gross motor skills provide the foundation for developing health bodies and social and emotional well being. Fine motor control and precision helps with hand-eye coordinations, 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.					
Fine motor skills	Develop their fine motor skills through threading, cutting, weaving, playdough and fine motor activities. Daily access to fine motor activities in provision. Manipulate objects with some control.	Develop their fine motor skills through threading, cutting, weaving, playdough and fine motor activities. Daily access to fine motor activities in provision. Weekly yoga to develop core strength for writing Use tools to effect changes to different materials.	Develop their fine motor skills through threading, cutting, weaving, playdough and fine motor activities. Daily access to fine motor activities in provision. Begin to form letters correctly Handle tools, objects, construction and	Develop their fine motor skills through threading, cutting, weaving, playdough and fine motor activities. Daily access to fine motor activities in provision. Hold the pencil	Develop their fine motor skills through threading, cutting, weaving, playdough and fine motor activities. Daily access to fine motor activities in provision. Continue to develop pencil grip and letter formation Use	Develop their fine motor skills through threading, cutting, weaving, playdough and fine motor activities. Daily access to fine motor activities in provision. To form most letters correctly Start to colour inside the lines of a picture.

	<p>Draw lines and circles using gross motor movements.</p> <p>Model hold pencil/paint brush with a tripod grip.</p> <p>Twinkl Phonics - modelling letter formation with rhymes and patterns developing muscle memory.</p> <p>Refer to ABC Does pencil control posters Adults to model using cutlery Use of simple tools within Welly Day sessions.</p>	<p>Begin to use scissors with control</p> <p>Show preference for dominant hand</p> <p>Use of simple tools within Welly Day sessions.</p>	<p>malleable materials with increasing control</p> <p>Encourage children to draw freely.</p> <p>Loose parts, small construction, hammer and pins.</p> <p>Continue to develop independence using cutlery</p> <p>Use of simple tools within Welly Day sessions.</p>	<p>effectively with tripod grip.</p> <p>Forms recognisable letters most correctly formed.</p> <p>Build models with smaller linking blocks, such as Lego.</p> <p>Use of simple tools within Welly Day sessions.</p>	<p>scissors with control to cut along a straight/wavy/curved line.</p> <p>Explore a range of tools e.g. hammers in the forest</p>	<p>Begin to show accuracy and care when drawing .</p> <p>Use of simple tools within Welly Day sessions.</p>
Gross motor skills	REAL PE unit	REAL PE unit	REAL PE unit	REAL PE unit	REAL PE unit	REAL PE unit
Checking pencil grip. Daily opportunities for fine motor practice. Adapted scissors. Climbing equipment. Yoga sessions.						

4.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Literacy	A lifelong love of reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only envelopes 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	<p>Show an interest in print, that it has meaning, show an understanding that we turn pages and read from left to right and top to bottom.</p> <p>Use pictures to sequence, use drama and vocabulary to retell stories. discuss favourite books, pages and pictures in a text, share with adults 1 to 1, small groups and the whole class.</p> <p>Recognise their name. Identify initial letters from the alphabet, signs and familiar places.</p> <p>Learn new vocabulary from stories and texts we have shared.</p>	<p>Retell stories and events through imaginative play.</p> <p>Engage in roleplay to show learning.</p> <p>Use JC lenses to share vocabulary and simple sentences.</p> <p>Share non fiction books.</p> <p>Begin to blend CVC from sounds taught. Enjoy an increasing range of books.</p> <p>Identify rhyming words and make up your own.</p>	<p>Make up stories based on interests and activities in their own lives.</p> <p>Retell familiar stories and traditional tales with increasing confidence.</p> <p>Blend CVC using known Phonics sounds and begin to identify, recognise and read tricky words based on the Levels in Twinkl Phonics.</p> <p>Children share books at school and at home.</p> <p>Children begin to describe stories using beginning, middle and end.</p>	<p>Confidently read sentences, blending confidently sounds and tricky words learnt to date.</p> <p>Use vocabulary and forms of speech which have been influenced by texts they have read and vocabulary they have gathered through JC.</p> <p>Develop their own narratives and explanations by connecting ideas and events.</p> <p>Continue a rhyming string.</p>	<p>Non fiction books linked to other areas of the curriculum. Habitats around the world etc.</p> <p>Retell a story using prompts as part of a group. Use story language.</p> <p>Re-read books to build confidence and fluency.</p> <p>Explain the main events of a story, consider events, characters, plot. make predictions about what will happen next.</p> <p>Use nonfiction to share learning and vocabulary learnt throughout the curriculum.</p>	<p>Show an interest in telling their own stories. Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions and reactions. Begin to understand a nonfiction text and the difference between this and fiction texts. identify the front cover, illustrator, illustrations, author and title.</p> <p>Demonstrate an understanding of what has been read and explain what has been read in their own words. Use new vocabulary in their play.</p>

Word reading	Twinkl Phonics Recap Level 1 - Listening skills Identify gaps in knowledge (Year 1 Sheep) Baseline knowledge	Twinkl Phonics - Level 2 (a,b,c)	Twinkl Phonics - Level 3	Twinkl Phonics - Level 3 continued	Twinkl Phonics - Level 3 consolidation and then Level 4	Twinkl Phonics - Level 4 continued
Writing	Whiteboard Opportunities to write Name writing daily Phonics books Writing using different medium Writing in 'Learning through play' time	Whiteboard Opportunities to write Name writing daily Phonics books Writing using different medium Writing in 'Learning through play' time	Whiteboard Opportunities to write Name writing daily Phonics books Writing using different medium Writing in 'Learning through play' time Rising Writer for children who are ready	Whiteboard Opportunities to write Name writing daily Phonics books Writing using different medium Writing in 'Learning through play' time Rising writer books for all	Whiteboard Opportunities to write Name writing daily Phonics books Writing using different medium Writing in 'Learning through play' time Rising writer books for all	Whiteboard Opportunities to write Name writing daily Phonics books Writing using different medium Writing in 'Learning through play' time Rising writer books for all

5.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Children will explore maths in the world around them and develop a strong grounding in numbers. Numbers are essential to children to develop the necessary building blocks to excel mathematically. Children should be able to count confidently, broaden their ideas of numbers to 10 by understanding patterns within those numbers. Children will use manipulatives to explore the maths they are being exposed to. It is important that the curriculum develops spatial reasoning skills across all areas of mathematics including shape, space and measures.					
White Rose maths	Getting to know you Match, Sort and	It's me 1, 2, 3 Circles and Triangles	Alive in 5 Mass and Capacity	Length and Height Building 9 and 10	To 20 and beyond How many now?	Sharing and Grouping

	compare Talk about and Measure patterns	1, 2, 3, 4, 5 Shapes with 4 sides	Growing 6, 7, 8 Length and Height	Explore 3-D shapes	Manipulate compose and decompose	Visualise, build and map Make connections
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6.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the world	The children will begin to understand the world around them evermore by making sense of their physical world and 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 and technologically 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.					
Key focus linked to the ELG	People, Culture and communities	Natural World	Past and Present	People, Culture and communities	Natural World	Past, Present and Future.

	<p>My body What do we notice about our body? What features do we share with our friends? Is there anything different about my body and my friend's body? Where is everything located on my body?</p> <p>My family Who lives in my house? Are all houses the same? Can I name the people in my house?</p> <p>My home What is in my home? Where is my home? Can a home be anywhere?</p> <p>My school What is the name of my school? Who are my teachers What do I like most about my school?</p>	<p>What can I see in the world around me?</p> <p>Do I notice any changes in the world around me?</p> <p>I can record changes in the world around me.</p> <p>I can talk about changes in the world around me</p> <p>I can use technology to record and explain the changes in the world around me.</p> <p>I can use expressive art and design to show the changes in the world around me.</p>	<p>How old am I?</p> <p>What does my day look like?</p> <p>What did I do at christmas?</p> <p>How did I celebrate christmas?</p> <p>Retell a story in the correct chronological order. (Linked to the literacy)</p>	<p>Villages and Cities What are the differences?</p> <p>Peoples jobs - What makes a job special? Who can we trust outside of our family and friends?</p> <p>Opportunity for external visits: Cathedral Library Fire station Dentist</p>	<p>Recap Autumn 2 and revisit the skills developed.</p> <p>Research into different animals: -Local british wildlife -Wildlife outside of the country</p> <p>Use different forms of technology / books etc to build a bank of facts.</p> <p>Opportunity for external visits: Zoo (Banham)</p> <p>Opportunities to make observations and talk about similarities and difference with different ways of recording their data such as drawing / videoing / microphones to talk into etc.</p>	<p>Exploring a timeline</p> <p>Recapping on the year</p> <p>Likes and dislikes - what can we learn from these moments?</p> <p>What can we try better in?</p> <p>Looking forward - Moving into Year 1. Key questions: What am I looking forward to? What do I want to get better at? Focus on attitudes to learning and values.</p>
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Art	<p>What Can We See? - shells/ collecting arranging drawing/ still life</p> <p>How Can We Explore Colour? - collecting arranging drawing,</p> <p>How Can We Explore Materials & Marks? - collecting, arranging drawing</p>	<p>How Can We Explore Colour? - collaging with wax crayon rubbings, Printing with string,</p> <p>How Can We Explore Materials & Marks? - collaging with wax crayon rubbings, repeat pattern printing roller</p> <p>How Can We Use Our Bodies To Make Art? - printing with string, hand feet and flowers</p>	<p>How Can We Explore Colour? To colour</p> <p>How Can We Build Worlds? Cardboard creations, prop making for toys, world in a matchbox</p> <p>How can we use our imagination? Cardboard creations, Making props for toys, World in a matchbox, Fruit and Veg heads</p> <p>How can we explore 3D materials? Fruit and veg heads, Cardboard creations</p>
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End of year goals

Area of Learning	Aspect	Early Learning Goals
Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
	Managing Self	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Building Relationships	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

Literacy	Comprehension	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
	Word Reading	<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Writing	<ul style="list-style-type: none"> 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.

Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Speaking	<ul style="list-style-type: none"> 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.

Maths	Number	<ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
	Numerical Patterns	<ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Gross Motor Skills	<ul style="list-style-type: none"> 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
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Past and Present	<ul style="list-style-type: none"> 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
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EYFS Religious Education Curriculum:

Introduction to religion around the world – What’s on your Head (CBeebies video clip series). These are designed to introduce EYFS aged pupils to different religions represented in the UK. They are designed to be accessible by using an everyday object from a religion that has significance to that belief and daily practice. Each video is 5 minutes, is interactive and you can stop the video to discuss different aspects.

The following areas of Development Matters and EYFS (Birth to three) are covered and later in the document are aligned to substantive and disciplinary knowledge assessment opportunities.

Development Matters Links:

The following characteristics of effective teaching and learning will be covered in these RE sessions:

Playing and Exploring

- Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: “Where does that one go? – I need to find the big horse next.”
- Respond to new experiences that you bring to their attention.

Active Learning

- Keep on trying when things are difficult.

Creating and Thinking Critically

- Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.
- Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets.
- Know more, so feel confident about coming up with their own ideas.
- Make more links between those ideas.

EYFS Statutory Educational Programme (birth to three):

Communication, language & Literacy

- Copy what adults do, taking ‘turns’ in conversations (through babbling) and activities.

- Try to copy adult speech and lip movements.
- Recognise and are calmed by a familiar and friendly voice.
- Listen and respond to a simple instruction.
- Identify familiar objects and properties for practitioners when they are described.
- Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

Personal, Social and Emotional Development

- Express preferences and decisions. They also try new things and start establishing their autonomy.
- Engage with others through gestures, gaze and talk.
- Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.

Physical Development

- Pass things from one hand to the other. Let go of things and hand them to another person or drop them.
- Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
- Develop manipulation and control.
- Explore different materials and tools.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.

Literacy

- Enjoy drawing freely.
- Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
- Make marks on their picture to stand for their name.

Understanding The World

- Explore materials with different properties.
- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.

Expressive Arts and Design

- Start to make marks intentionally.
- Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
- Explore different materials, using all their senses to investigate them.
- Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials.
- Make simple models which express their ideas.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.

A Year of RE Plans for EYFS

The following plans are split into three terms, each term has four sessions. Autumn Term starts with the child and builds in Christianity with a lead into and including Christmas. Spring Term begins with a recap of Christianity before an introduction to Judaism, Islam and Sikhism – thinking about a key artefact worn on the head of a member of each faith and drawing on CBeebies – What’s on my head? Series. Summer Term focuses on celebrations for the four religions looked at in Autumn and Spring – it begins with a recap on Christianity in the exploration of Easter, before building on knowledge in Islam to look at Eid-Al-Fitr, Judaism – looking at Purim and Sikhism -looking at Vaisakhi. This spiral curriculum design allows knowledge to be built on over time.

Each session has some basic links to one of the three disciplines used in the Norfolk Agreed Syllabus **Th** – Theology (Thinking about believing), **Ph** – Philosophy (thinking about thinking) and **SHS** – Social Human Sciences (thinking about living).

Autumn Term

Session 1 – Many people call themselves a Christian **SHS**

Read the opening pages of My Christian Family from the Belonging and believing Series

(www.booksatpress.co.uk). We are introduced to Vesper a 5-year-old girl who is a Christian and lives in a Christian family. Read pages 1-7 that introduce what a Christian is.

Activity – The cross is a symbol of Christianity – look at some crosses on the internet (<https://unsplash.com/s/photos/christian-cross>) can the children design their own – provide them with a template.

Extension Activity – can the children make crosses from different materials – a Lego cross? A cross made out of playdough or clay. Can the make a paper cross or one out of other objects?

Session 2- Christian's believe in God Th + Ph

Read the pages 6-11 of My Christian Family from the Belonging and believing Series

(www.booksatpress.co.uk). These pages explore who God is to Christians and the story of the life of Jesus – God's son who explained to people what God wanted them to do.

Activity – can the children draw a picture of what they think God might look like – the bible says we are made in his image – so does he look like us?

Extension Activity – God made everything in the world – he was the creator of all things. He made things that we think are good and bad. Can you sort out which things (give them a range e.g. spiders, puppy dogs etc and sort them into good and bad things – can they explain why?

Session 3 – Christian's worship in a church SHS

Local church visit – look at the building, meet the vicar and see why it is used. Take photographs for the children to use and label on a display back in school. Keep it simple – they need to know a church is where Christian's might come to worship.

Activity- Back in school show children different pictures of churches so they understand they can look different from the one they have visited. Can they sort them into new and old, ones from this country and elsewhere? (See images sheet)

Extension Activity- Read the pages 14-18 of My Christian Family from the Belonging and believing Series (www.booksatpress.co.uk). We are introduced to Vesper a 5-year-old girl who is a Christian and lives in a Christian family. These pages explore the different uses of a church. Think about a group the children may be part of and why- can they draw a picture of their group – this could be their family, cubs or rainbows.

Session 4 – Christian's believe Jesus was God's son Th

Watch www.bbc.co.uk/cbeebies/watch/lets-celebrate-christmas-story (2mins 38 sec) to introduce the children to the Christmas story. Talk about how Christian's believe Jesus was God's son sent to help them. That is why we celebrate Christmas.

Activity – ask the children to draw the nativity scene and ask them to say who the different characters are.

Extension Activity- Christians believe Jesus is the light of the world – get children to make candles from playdough – can they make tall, short, fat, thin candles?

Spring Term

Session 1 – Christianity : Bishop’s Mitre SHS + Ph www.bbc.co.uk/iplayer/episode/m000slhd/whats-on-your-head-series-1-7-bishop-mitre

Share a mitre with the children – what do you think this is? Pass it around, hold it, wear it, handle it – model some I wonders... of what it might be? Watch the video and find out what it is and what a Bishop does in the church of England. Learn about the mitre is and why bishops have one.

Activity – children design a pattern for their own mitre – why have they chosen the pattern or pictures they have – just like the one on the video linked to Jamaica.

Extension Activity – bishops also have other things that show they are a Bishop – one includes a crook. They are the shepherd to their flock of followers. Can you look at some pictures of crooks and design your won – make it out of playdough or clay.

Session 2 – Judaism: Kippah SHS

www.bbc.co.uk/iplayer/episode/m000snhj/whats-on-your-head-series-1-9-kippah

Share a kippah with the children – what do you think this is? Pass it around, hold it, wear it, handle it – model some I wonders... of what it might be? Watch the video and find out what it is and why a Jew covers their head from the moment they wake up until they go to bed. Explore what it is to be a Jew. Learn about the kippah and why Jews cover their heads in a synagogue.

Activity – look at the star of David – can the children design their own star?

Extension Activity -share a range of other artefacts from Judaism e.g. Tallit (prayer shawl), Hannukah (candle stick), Torah (Holy text) – can the children guess what they might be for? Can the children make their own version of one of the artefacts out of playdough or clay?

Session 3 – Islam: Hijab SHS

www.bbc.co.uk/iplayer/episode/m000sf7k/whats-on-your-head-series-1-2-hijab

Share a hijab with the children – what do you think this is? Pass it around, hold it, wear it, handle it – model some I wonders... of what it might be? Watch the video and find out what it is and why a female Muslim wears a hijab. Explore what it is to be a Muslim. Learn about the hijab and why Muslim women and girls cover their heads.

Activity –can the children design a pattern for a hijab? (remember no animals or people)

Extension Activity – explore Islamic patterns – talk about how they repeat and how they can be simple or complicated. Work with the children to potato print repeated Islamic patterns. Can they repeat it twice, three times or more?

Session 4 – Sikhism: Turban SHS + Ph

www.bbc.co.uk/iplayer/episode/m000sfht/whats-on-your-head-series-1-4-turban

Share a turban with the children – what do you think this is? Pass it around, hold it, wear it, handle it – model some I wonders... of what it might be? Watch the video and find out what it is and why a Sikh man wears a turban. Explore what it is to be a Sikh. Learn about the turban and why Sikh men cover their heads.

Activity – draw how you might be the best you can be. Sikhs try to be the best they can – what could you do to be the best you can be?

Extension Activity – turbans are wrapped around the persons head in a special way. Can they use cloth to wrap objects in different ways (developing fine motor skills). Can they wrap simple and more complex objects – can they do this on their own or in pairs?

Summer Term

Session 1 – Let’s celebrate – Easter Th + SHS

www.bbc.co.uk/cbeebies/watch/lets-celebrate-easter watch one or all of the three video clips to explore Easter in Christianity.

Activity – flowers are an important part of celebrating Easter in church – the church is decorated and the cross to celebrate Jesus’s resurrection (as in the 2nd video). Flowers are used to celebrate. Can the children make flowers out of paper to put on a cross to display in their classroom?

Extension Activity – Make and eat hot cross buns with the children. Remind them the cross on the hot cross bun is the cross that Jesus died on.

Session 2- Let’s celebrate -Eid al Fitr Th + SHS

www.bbc.co.uk/cbeebies/watch/lets-celebrate-eid watch one or all of the three video clips to explore Eid (celebrating the end of the month of fasting Ramadam) in Islam.

Activity – When preparing for Eid, lots of people celebrate by putting decorations up. They also paint their hands with Mandi patterns – can the children draw some mandi patterns? Google images have some great examples to share with the children.

Extension Activity –Can the children draw a picture of a mosque just like they do in the 3rd video in this series. Can they do this using seeds and lentils on a tough tray – just like the video?

Session 3- Let’s celebrate – Purim Th + SHS

www.bbc.co.uk/cbeebies/watch/lets-celebrate-purim watch one or all of the three video clips to explore Purim (festival to celebrate being saved) in Judaism.

Activity – Purim is a big party to celebrate how Jews were saved from doing not very nice things. They hold a party and wear fancy dress. In the role play area have costumes for them to try on – which would they choose and why?

Extension Activity –listen to the story of Purim (video 3), can you design a crown for Queen Esther?

Session 4 – Let’s celebrate – Vaisakhi **Th** + **SHS**

www.bbc.co.uk/cbeebies/watch/lets-celebrate-vaisakhi watch one or all of the three video clips to explore Vaisakhi (Harvest Festival) in Sikhism.

Activity – Vaisakhi is the Sikh a celebration of the Sikh community coming together. Can the children make Vaisakhi flags like in video 1? Display them in your classroom.

Extension Activity – Listen to the story of Vaisakhi. What might you be brave to do? All men in have the name Singh (meaning lion) and all women have the name Kuar (meaning princess) – can they draw a lion or princess?

Core Knowledge and Assessment Progression

Term	Core Substantive & Disciplinary Knowledge	Ways of Knowing (linked to Development Matters and EYFS)	Assessment Opportunities
Autumn Term <i>Introduction to Christianity and the core values, traditions and beliefs. Leading up to the celebrations of Christmas.</i>	Session 1 SHS <ul style="list-style-type: none"> Christian’s act and look like any other person. Christian’s believe God made the world. Session 2 Th + Ph <ul style="list-style-type: none"> God wants Christian’s to look after each other and be kind. God wants Christian’s to look after the world he made. Session 3 SHS	Development Matters: <u>Playing and Exploring</u> <ul style="list-style-type: none"> Guide their own thinking and actions by referring to visual aids. Respond to new experiences that you bring to their attention. <u>Creating and Thinking Critically</u> <ul style="list-style-type: none"> Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. EYFS: <u>Communication, language & Literacy</u> <ul style="list-style-type: none"> Copy what adults do, taking ‘turns’ in conversations (through babbling) and activities. 	By asking the children to design and make a cross you are assessing what they see as a representation of Christians, and you can ask them to say why? By asking them to think about what God looks like they can link the core knowledge of what he did – created the world and all things in it – so they might draw a builder or an artist.

	<ul style="list-style-type: none"> ● Christian’s worship in a place called a church. ● Churches can look different around the world. <p>Session 4 Th</p> <ul style="list-style-type: none"> ● Christian’s believe Jesus is God’s son. ● Jesus came to help people on earth. 	<ul style="list-style-type: none"> ● Listen and respond to a simple instruction. ● Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). ● Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” <p><u>Understanding The World</u></p> <ul style="list-style-type: none"> ● Talk about what they see, using a wide vocabulary. <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> ● Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. ● Develop their own ideas and then decide which materials to use to express them. 	<p>By asking children to sort pictures of churches you are getting them to explore ideas, follow simple instructions and develop their own ideas.</p> <p>By asking them to draw the nativity scene you are checking if they know the importance of Jesus to Christians and the importance of the Christmas story.</p>
<p>Spring Term</p> <p><i>Recapping on Christianity and comparing it to Judaism, Islam and Sikhism.</i></p>	<p>Session 1 SHS + Ph</p> <ul style="list-style-type: none"> ● A bishop leads the Christian church. ● A bishop wears a mitre. ● Bishops can be men and women. ● A Christian place of worship can be a church. <p>Session 2 SHS</p> <ul style="list-style-type: none"> ● A kippah is worn by some male Jew. ● Jews believe in God but not Jesus. ● Jews worship in a synagogue. <p>Session 3 SHS</p> <ul style="list-style-type: none"> ● A hijab is worn by some Muslim women. 	<p>Development Matters:</p> <p><u>Playing and Exploring</u></p> <ul style="list-style-type: none"> ● Guide their own thinking and actions by referring to visual aids. ● Respond to new experiences that you bring to their attention. <p><u>Active Learning</u></p> <ul style="list-style-type: none"> ● Keep on trying when things are difficult. <p><u>Creating and Thinking Critically</u></p> <ul style="list-style-type: none"> ● Solve real problems. ● Sort materials. ● Know more, so feel confident about coming up with their own ideas. ● Make more links between those ideas. <p>EYF5</p> <p><u>Communication, language & Literacy</u></p> <ul style="list-style-type: none"> ● Copy what adults do, taking ‘turns’ in conversations ● Try to copy adult speech. ● Listen and respond to a simple instruction. ● Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). ● Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” <p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> ● Express preferences and decisions. ● Engage with others through gestures, gaze and talk. ● Begin to show ‘effortful control’. ● Notice and ask questions about differences. <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ● Pass things from one hand to the other. Let go of things and hand them to another person or drop them. ● Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. ● Develop manipulation and control. ● Explore different materials and tools. <p><u>Literacy</u></p>	<p>By asking the children to design the patterns on a mitre you are assessing what they see as a representation of Christians, and you can ask them to say why? This recaps from Term 1 work on Christianity.</p> <p>By asking the children to design and make their own star of David you are assessing what they see as a representation of Judaism, and you can ask them to say why?</p> <p>By asking the children to design the patterns on a hijab you are assessing what they see as a representation of Islam, and you can ask them to say why? REMEMBER no animals or humans are acceptable in art in Islam.</p>

	<ul style="list-style-type: none"> ● Muslims believe in Allah (the one God). ● A Muslim place of worship is a mosque. <p>Session 4 SHS + Ph</p> <ul style="list-style-type: none"> ● A turban is worn by some men and women in Sikhism. ● Sikhs do not cut their hair as it is a gift from God when he created them. ● A Sikh place of worship is a Gurdwara. 	<ul style="list-style-type: none"> ● Enjoy drawing freely. ● Add some marks to their drawings, which they give meaning to. For example: "That says mummy." <p><u>Understanding The World</u></p> <ul style="list-style-type: none"> ● Explore materials with different properties. ● Use all their senses in hands-on exploration of natural materials. ● Explore collections of materials with similar and/or different properties. ● Talk about what they see, using a wide vocabulary. <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> ● Start to make marks intentionally. ● Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. ● Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. ● Explore different materials, using all their senses to investigate them. ● Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. ● Make simple models which express their ideas. ● Explore different materials freely, to develop their ideas about how to use them and what to make. ● Develop their own ideas and then decide which materials to use to express them. ● Join different materials and explore different textures. 	<p>By asking children to draw them at their very best – doing the best thing they can do – you are helping them to think about how Sikhs live their lives and you can draw and make comparisons.</p>
<p>Summer Term</p> <p><i>Exploring celebrations in Christianity (Easter – reflecting the time of the year) with Eid (Islam), Purim (Judaism) and Vaisakhi (Sikhism). This provides progression and continuity from the religions studied in the Spring Term.</i></p>	<p>Session 1 Th + SHS</p> <ul style="list-style-type: none"> ● Easter is the most important event for Christians. ● Easter is when Christians celebrate Jesus being resurrected. <p>Session 2 Th + SHS</p> <ul style="list-style-type: none"> ● Eid is the most important celebration for Muslims. ● Eid comes at the end of a month of fasting for Muslims called Ramadan. <p>Session 3 Th + SHS</p> <ul style="list-style-type: none"> ● Purim is an important celebration for Jews. ● Purim is about being safe in your belief. 	<p>Development Matters:</p> <p><u>Playing and Exploring</u></p> <ul style="list-style-type: none"> ● Guide their own thinking and actions by referring to visual aids. ● Respond to new experiences that you bring to their attention. <p><u>Active Learning</u></p> <ul style="list-style-type: none"> ● Keep on trying when things are difficult. <p><u>Creating and Thinking Critically</u></p> <ul style="list-style-type: none"> ● Solve real problems. ● Sort materials. ● Know more, so feel confident about coming up with their own ideas. ● Make more links between those ideas. <p>EVFS</p> <p><u>Communication, language & Literacy</u></p> <ul style="list-style-type: none"> ● Copy what adults do, taking 'turns' in conversations ● Try to copy adult speech. ● Listen and respond to a simple instruction. ● Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). ● Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" <p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> ● Express preferences and decisions. ● Engage with others through gestures, gaze and talk. ● Begin to show 'effortful control'. ● Notice and ask questions about differences. <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ● Pass things from one hand to the other. Let go of things and hand them to another person or drop them. ● Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. ● Develop manipulation and control. ● Explore different materials and tools. <p><u>Literacy</u></p>	<p>Making a flower cross help to revisit and assess pupils understanding of the symbol of the cross and how it links to Easter for Christians.</p> <p>Designing Mandi patterns helps pupils to show their understanding of decorations as part of the celebration of Eid. Also, how Eid is a time of fullness after a period of emptiness (fasting, commitment to prayer etc).</p> <p>Holding a fancy dress party in class allows the children to empathise with Jews in celebrating Purim and for</p>

Session 4 **Th + SHS**

- Vaisakhi is an important celebration for Sikhs.
- Vaisakhi brings the Sikh community together.

- Enjoy drawing freely.
- Add some marks to their drawings, which they give meaning to. For example: "That says mummy."

Understanding The World

- Explore materials with different properties.
- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.

Expressive Arts and Design

- Start to make marks intentionally.
- Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
- Explore different materials, using all their senses to investigate them.
- Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials.
- Make simple models which express their ideas.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.

them to show how Jews express themselves in this celebration.

Making Vaisakhi flags allows pupils to show their understanding of Sikhism and the symbols associated with it.