



# EYFS Long Term Plan – Reception

|                                            | Autumn 1                                                  | Autumn 2                                             | Spring 1              | Spring 2                                        | Summer 1        | Summer 2             |
|--------------------------------------------|-----------------------------------------------------------|------------------------------------------------------|-----------------------|-------------------------------------------------|-----------------|----------------------|
| <b>Nursery Themes</b><br>Previous learning | <b>Exploring inside &amp; out</b><br><b>Making Snacks</b> | <b>Once upon a Time in a</b><br><b>Nursery Rhyme</b> | <b>Winter Wonders</b> | <b>Growing and Changing</b><br><b>Little Me</b> | <b>Journeys</b> | <b>Beach Combing</b> |

|                                                                                                                                                | Autumn 1                                                                                                                                                                                                                                                                                                             | Autumn 2                                                                                                                                                                                                                                            | Spring 1                                                                                                                                              | Spring 2                                                                                                                                         | Summer 1                                                                                                                                                                                                                      | Summer 2                                                                                                                                                     |
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| <b>General Themes</b><br><i>These themes may be adapted at various points to allow for children's interests to flow through the provision.</i> | <b>Marvellous Me!</b><br>Starting School / My New class.<br>Being kind and staying safe.<br>Me, My Family, My Home.<br>How do I make others feel?<br>My Family – PSED Focus<br>How I have Changed since a baby.<br>My Classroom / My School<br>People who help us in school.                                         | <b>Terrific Tales!</b><br>Traditional Tales<br>T4W – The Little Red Hen<br>Old favourites and familiar tales.<br>The Nativity<br>Letters to Father Christmas (Maisy's Christmas Letters)                                                            | <b>Amazing Animals!</b><br>Life Cycles<br>Animals around the world<br>Night and Day animals<br>Animal Patterns<br>Happy Habitats                      | <b>What can Grow?</b><br>Plants & Flowers<br>Weather & Seasons<br>Planting Seeds – GYOP / Innocent Big Grow<br>Growing food to eat               | <b>Are we there yet?</b><br>Around the village – Where we live. New York<br>How do I get there?<br>Where in the world have you been?<br>Where do we live in the UK?<br>Fly me to the Moon Vehicles<br>Past & Present / Future | <b>Beautiful Beaches</b><br>Under the sea<br>Visit to the beach<br>Geography – Land & Sea<br>Seasides in the past Compare: Now and then!                     |
| <b>Linked Texts to help children to secure and think more deeply about knowledge.</b>                                                          | My Family<br>Harry and the Dinosaurs start school.<br>Colour Monster<br>Marvellous Me<br>Super Duper You                                                                                                                                                                                                             | Pumpkin Soup<br>Winnie's Amazing Pumpkin<br>The Jolly Postman<br>Christmas Story<br>3 Little Pigs<br>The Enormous Turnip                                                                                                                            | From Chick to Hen<br>Caterpillar Butterfly<br>Rumble in the Jungle and series.                                                                        | Growing Frogs<br>The Tiny Seed<br>Olivers Vegetables / Milkshakes<br>Jaspers Beanstalk<br>Once there were Giants                                 | Journey home from Grampas<br>Mrs Armitage's Bike<br>Me in a Map<br>Mr Grumpy's outing<br>A Ticket Around the World                                                                                                            | Billy's Bucket<br>Surprising Sharks<br>Commotion in the Ocean – Poetry<br>Non Fiction books<br>Rainbow Fish<br>Above and Below<br>Sharing a Shell<br>Tiddler |
| <b>WOW Moments &amp; Enrichment Opportunities inc Visits, Visitors &amp; special experiences to secure children's knowledge.</b>               | Walk to local shops / order food delivery online (Tesco)<br>Visits into class from People who Help us in school (Mrs Shaw, Jill the Cleaner / Kayleigh in the office, Jackie – Learning Mentor, Jane the School Cook, Caretakers / Lunchtime supervisors)<br><br>Cookery – Porridge<br>Harvest Festival & Collection | Walk to local post office/box –<br>Visit to Church<br>World Nursery Rhyme week<br><br>Boxes of Delight – old and new<br><br>Remembrance Day<br>Bonfire Night<br>Children in Need<br><br>Theatre Visit – Pantomime<br><br>Nativity<br>Christmas Time | Visit to a Gallery??<br><br>NU STEM – EY Project<br>Library Bus<br>Big Bird Watch<br>Lunar New Year<br>LENT<br>Internet Safety Day<br>Road Safety Day | Spring Walk<br>Visit to local Church<br>Growing Frogs<br>Easter time<br>Visit from a Dentist?<br><br>Easter Craft and Decorated Egg competition. | Visit to the Discovery Museum<br>Walk around New York<br>Tasting different food from around the world                                                                                                                         | Visit to Beach<br>STEM Visitors in school<br>Sports Day<br>French Day                                                                                        |

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| <b>Woodland Wednesday.</b>                                                                                        | Regular visits to the woodlands take place every 2 weeks throughout the year. Alternating am / pm nursery with each reception class. This gives children an opportunity to observe and talk about the changes throughout the course of the year. Each group adopts a tree in the woodland area and watches how it changes throughout the season. These sessions use picture books as a main focus with additional opportunities for children to develop their own interests and fascinations. The woodlands also provide children with a chance to develop their gross motor skills and coordination and control of their bodies. |                                                                                                                              |                                                                                                                   |                                                                                                          |                                                                                          |                                                                                        |
| <b>Woodland Texts</b> (subject to change due to children's interests)<br><br><b>One Year with Kipper The Tree</b> | <b>EXPLORING THE WOODS</b><br>We're going on a Leaf Hunt<br>Look what I found in the Woods.<br>Leaf Man                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>EXPLORING THE WOODS</b><br>Winnie's Amazing Pumpkin<br>Foggy Foggy Forest – weather dependent<br>Stick Man<br>Not a Stick | <b>ALL CHANGE IN THE WOODS</b><br>Signs of Spring<br>Stanley's Stick<br>Yucky Worms<br>Bug Hotel<br>The Snowy Day | <b>ALL CHANGE IN THE WOODS</b><br>Growing Frogs<br>Percy's Friends<br>Snail Trail<br>Ten Seeds<br>Puddle | <b>ALL CHANGE IN THE WOODS</b><br>I love Bugs<br>Caterpillar Butterfly<br>Hey Little Ant | <b>ALL CHANGE IN THE WOODS</b><br>The Magic Forest<br>Is it Warm enough for Ice Cream? |

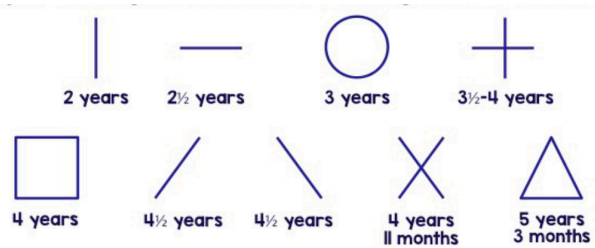
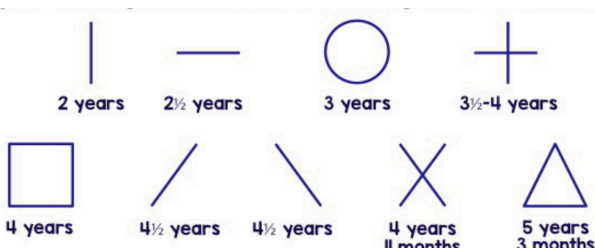
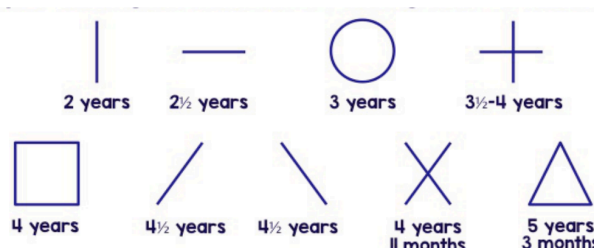
|                                              | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Autumn 2              | Spring 1               | Spring 2              | Summer 1                 | Summer 2                 |
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| <b>General Themes</b>                        | <b>Marvellous Me</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Terrific Tales</b> | <b>Amazing Animals</b> | <b>What Can Grow?</b> | <b>Are we there yet?</b> | <b>Beautiful Beaches</b> |
| <b>Characteristics of Effective Learning</b> | <p><b>Playing and exploring:</b> – Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> – Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence and resilience.</p> <p><b>Creating and thinking critically:</b> – Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p> |                       |                        |                       |                          |                          |
| <b>Overarching Principles</b>                | <p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates. We must be aware of children who need greater support than others.</p>               |                       |                        |                       |                          |                          |

|                                 | Autumn 1                                                                                                                                                                                                  | Autumn 2                                                                                                                                                                                      | Spring 1                                                                                                             | Spring 2                                                                                                                   | Summer 1                                                                            | Summer 2                                                                                                 |
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| <b>General Themes</b>           | <b>Marvellous Me</b>                                                                                                                                                                                      | <b>Terrific Tales</b>                                                                                                                                                                         | <b>Amazing Animals</b>                                                                                               | <b>What Can Grow?</b>                                                                                                      | <b>Are we there yet?</b>                                                            | <b>Beautiful Beaches</b>                                                                                 |
| <b>Assessment Opportunities</b> | DfE Baseline assessment<br>Draw a man assessment<br>Look at what I can do – in house baseline<br>Set up RWI / 5 min maths<br>Intervention groups<br>Pre Writing Assessment<br>Starting Strong RWI Tracker | Ongoing assessments<br>Draw a man assessment<br>Baseline analysis<br>RWI Assessment<br>Parents Consultation info<br>EYFS team meetings<br>In house moderation<br>Termly Data – Pupil Progress | Pupil progress meetings (Jan)<br>Draw a man assessment<br>Cluster Moderation<br>EYFS Team Meetings<br>RWI Assessment | Parents Consultation info<br>Draw a man assessment<br>EYFS team meetings<br>Termly Data – Pupil Progress<br>RWI Assessment | Cluster Moderation<br>Draw a man assessment<br>EYFS Team Meetings<br>RWI assessment | RWI Assessment<br>Draw a man assessment<br>End of Year Report<br>EYFS Team Meetings<br>ELG Data Analysis |
| <b>Strategies to involve</b>    | Staggered Start (3days)<br>My First Week at school                                                                                                                                                        | Maths workshop<br>Parents Consultation – Review of                                                                                                                                            | Writing workshop<br>Share a story                                                                                    | Parents Consultation – Review of Progress 2                                                                                | Book Look                                                                           | Class Assembly<br>Sports Day                                                                             |

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| <b>families in our learning.</b><br>Treasure Boxes (summer holidays)<br>Facebook<br>Seesaw<br>Email links<br>Termly photo slideshows<br>Termly ‘homework’ activities <ul style="list-style-type: none"> <li>Home–school reading record</li> <li>Word Wallets</li> <li>Maths Packs</li> </ul> Me, My World, My Family scrapbooks<br>Library Time<br>Class webpages on the website. | VIP for new to school<br>Harvest Assembly<br>Home / School Agreement<br>Reading workshop<br>Book Look<br><br>Me and My Family                                                                                                    | Progress 1<br>Nursery Rhyme Welly Waddle<br>Christmas Crafts<br>Nativity | Stay and Read morning<br>Book Look<br>Bedtime Stories | Easter Craft Morning?<br>Bedtime Story                                                                                                                                                                          |  | STEM week<br>Beach Trip<br>End of Year Report |
| <b>Strategies to support our vulnerable pupils</b>                                                                                                                                                                                                                                                                                                                                | Visual Strategies throughout.<br>Pre Teach Vocabulary strategies<br>Widgit symbols<br>Objects of relevance<br>Small group activities where required<br>Access to all visits and trips<br>Makaton to support language development |                                                                          |                                                       | 5 Minute Maths Intervention<br>RWI 1:1 Intervention<br>Time To Talk / BLAST<br>SVO Programme<br>Concept Cat – Word Aware in the Early Years<br>Black Sheep Press – colour coding – who, what, when, where, why. |  |                                               |

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| General Themes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Marvellous Me                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Terrific Tales                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Amazing Animals                                                                                                                                                                                                                                                                                                                                                     | What Can Grow?                                                                                                                                                                                                                                                      | Are we there yet?                                                                                                                                                                                                                                                                                                                                                                                                 | Beautiful Beaches                                                                                                                                                                                                                                                                                   |
| <b>Communication and Language</b><br><b>Listening &amp; Attention</b><br><b>Speaking</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> 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 <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children’s language effectively. <b>Reading frequently to children</b>, and engaging <b>them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary</b> and <b>language structures</b>.</p> <p><b>**Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in our setting.</b></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, Helicopter Stories, Poetry Basket Rhymes, EYFS productions, assemblies and weekly interventions. SLS Library loan and termly visits to the Library Bus<br>Class Bear & Birthday Bear sent home weekly – children to talk about what they did with the bear.<br><b>Daily story time</b><br><b>See Literature Spine</b> | <b>Welcome to Reception</b><br><br>Settling in activities<br>Making Friends<br>Talking about experiences that are familiar to them inc<br>Treasure Boxes<br>Model talk through routines of the day – register / lunches / milk & fruit / Numbers on the door / Introduce Poetry Basket rhymes & Helicopter stories.<br><br>Always encouraging children to answer questions in full sentences.<br><br>Join in with repeated refrain                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Tell me a story!</b><br><br>Daily routines become established.<br>Word wall<br>Retelling stories – small world / Puppet Theatre / Understand how to listen carefully and why it is important.<br>Using new vocabulary throughout the day.<br>Choosing texts linked to interests that will develop vocabulary – introduce voting for story at the end of the day.<br>Use STAR (Word Aware in the EY) to introduce new vocabulary. Concept Cat<br><br>Listen to understand<br>Tell me more | <b>Tell me Why!</b><br><br>Ask how and why questions – curiosity cube / investigation station.<br>Retelling story using story telling vocabulary built up using T4W and Helicopter Stories – recording using marks.<br>Learn songs, rhymes, poems, nonsense poems and funny rhymes.<br>Describe events in increasing detail.<br>Art appreciation society questions. | <b>Talk it through!</b><br><br>Describe events in detail.<br>Recount educational visits using time connectives.<br>Introduce Pete the Parrot / Dot the Dragonfly for Positional language.<br><br>Sustained focus when listening to a story.<br><br>Listen to others | <b>What Happened?</b><br><br>Recapping our learning regularly throughout the year.<br><br>Asking and Answering questions<br><br>Speaking in front of an audience.                                                                                                                                                                                                                                                 | <b>Time to Share</b><br><br>Show & Tell<br>Discovering passions<br>Read aloud books with children that will extend their knowledge of the world and begin to introduce some of the themes they will investigate in Year One.<br><br>Answer how and why questions.<br>Giving instructions to others. |
| <b>Poetry</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Funny Faces – James Carter<br>Amazing Me – RWI<br><a href="https://schools.ruthmiskin.com/say-a-poem/poems/amazing-me/">https://schools.ruthmiskin.com/say-a-poem/poems/amazing-me/</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Firework Poem – James Carter<br>Clap & Bounce – RWI (link to basketball visit)                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                     | Growing – Tony Milton                                                                                                                                                                                                                                               | Zim Zam Zoom / Let’s Go / Space Poems<br>RWI – Bike wherever you like<br><a href="https://schools.ruthmiskin.com/say-a-poem/poems/bike-whenever-you-like/">https://schools.ruthmiskin.com/say-a-poem/poems/bike-whenever-you-like/</a><br>Brum Brum –<br><a href="https://schools.ruthmiskin.com/say-a-poem/poems/brum-brum/">https://schools.ruthmiskin.com/say-a-poem/poems/brum-brum/</a><br>Where Am I? – RWI | Splish, Splash Splosh – James Carter<br>Invitation to the Beach<br>Jake a Pirate                                                                                                                                                                                                                    |
| <b>Oracy</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Oral retelling story of Goldilocks – main points from the story assessment (use images to prompt)<br>Talk partners<br>Harvest Assembly                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Retelling story of Little Red Hen<br>Retelling of the Christmas story<br>Christmas Performance<br>Talk partners                                                                                                                                                                                                                                                                                                                                                                             | Oral retelling of animal fact file – present to class?                                                                                                                                                                                                                                                                                                              | Oral retelling of Jack and the beanstalk<br>Easter Assembly performance                                                                                                                                                                                             | Recall story – song version – Barefoot book – call and response.<br>Oral Innovation – adding description.<br>Oral recount of trip to museum                                                                                                                                                                                                                                                                       | Class Assembly performance.                                                                                                                                                                                                                                                                         |

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| General Themes                                                                          | Marvellous Me                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Terrific Tales                                                                                                                                                                                                                                                                                                                                                                             | Amazing Animals                                                                                                                                                                                                                                                                                                 | What Can Grow?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Are we there yet?                                                                                                                                                                                       | Beautiful Beaches                                                                                                                         |
| <b>Personal, Social and Emotional Development</b>                                       | Children’s personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b> . Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b> . Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b> , 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 <b>children can achieve at school and in later life</b> . |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                         |                                                                                                                                           |
| <b>Managing Self</b><br><br><b>Self-Regulation</b><br><br><b>Building Relationships</b> | <b>NEW BEGINNINGS</b><br><br>Developing routines and rules for a happy classroom.<br>Coming into and going home routines developed.<br>Seeing self as an individual<br>Developing bonds as members of the class.<br>Developing roles in the classroom & developing independence in carrying out small tasks.<br>RSE – Caring for Me<br>Reflection on the first week/half term. .<br>Feelings Box<br>Cosy Corners<br>Know to close the toilet door                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>GETTING ON AND FALLING OUT</b><br><br>How to deal with emotions – introduce Colour Monster Cosy corner<br>Building self confidence – Look at what I can do.<br>RSE – Respectful Relationships<br>Continue to build new relationships built on respect.<br><br>Anti Bullying Week – Power for Good<br>Friendship Friday<br><br>Know to remain in the toilet cubicle until fully dressed. | <b>GOING FOR GOALS</b><br><br>RSE – People who care for me – My Family<br>Giraffes Can’t Dance – what am I good at?<br><br>Bedtime routines and why it is important<br><br>Respect peers privacy when using a shared bathroom / getting changed in classroom for PE<br><br>Proud words<br><br>Turn taking games | <b>GOOD TO BE ME</b><br><br>RSE – Healthy Eating<br>Learning about personal qualities and differences.<br>Celebrating differences.<br><br>Healthy use of screen time.<br><br>Keeping Safe at Home<br><br>Food preparation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>RELATIONSHIPS</b><br><br>PANTS – NSPCC<br>I know which parts of my body are private and should remain so.<br><br>RSE – Respectful Relationships<br>What makes a good friend?<br>Looking after others | <b>CHANGES – Moving on to Year 1.</b><br><br>Taking part in Sports day – winning & losing.<br>Changes ahead.<br>Look how far I have come! |
| <b>Computing</b>                                                                        | <b>New vocabulary to introduce at EYFS</b><br><b>Algorithm</b> – A precise, step-by-step guide to solve a problem or achieve a particular objective.<br><b>Camera</b> – A piece of technology used to capture photographs or video. It could be a standalone device or embedded in a device such as a laptop, tablet or smartphone.<br><b>Computer</b> – Any device that takes input, processes it, then produces output.<br><b>Control</b> – using computers to move or otherwise change ‘physical’ systems. The computer can be hidden inside the system or connected to it.<br><b>Information</b> – the meaning or interpretation given to a set of data by its users, or which results from data being processed.<br><b>Instructions</b> – A guide on how to do something. Instructions can be put into a sequence to create an algorithm<br><b>Internet</b> – the global collection of computer networks and their connections, all using shared protocols (TCP/IP) to communicate.                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                 | <b>Keyboard</b> – An input device for a keyboard made up of many keys including the letters of the alphabet, numbers and a range of special characters.<br><b>Printer</b> – An output device that transfers a document or image from the screen of a device to paper by printing it with ink.<br><b>Program</b> – (verb) To give a series of instructions to a machine so that it will perform a task automatically.<br><b>QR code</b> – A QR code (short for “quick response” code) is a type of barcode that contains a matrix of dots. It can be scanned using a QR scanner or a smartphone with built-in camera.<br><b>Robot</b> – A machine that is programmable to carry out a series of actions automatically. Robots usually have the ability to sense, think and act with the help of sensors and a computer in, or attached to it.<br><b>Sequence</b> – To place programming instructions in order, with each executed one after the other.<br><b>Tablet</b> – A type of computer that is very slim and primarily operated by a touchscreen. Tablets usually have motion sensors and a camera built into them and run software called apps (applications).<br><b>Technology</b> – machinery and equipment developed from the application of scientific knowledge. |                                                                                                                                                                                                         |                                                                                                                                           |

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| General Themes                                                                                                                                                                                                                                                                                                                 | Marvellous Me                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Terrific Tales                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Amazing Animals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | What Can Grow?                                                                                                    | Are we there yet?                                                                                                                                                                    | Beautiful Beaches                                                                                                                                                                                                              |
| <div>Physical development</div> <div>Children take part in a regular daily dash inline with the rest of the school who take part in the Daily Mile.</div> <div>RSE – Physical Health &amp; Fitness</div>                                                                                                                       | <p>Physical activity is <b>vital</b> in children’s all-round development, enabling them to <b>pursue happy, healthy and active lives</b>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child’s strength, coordination and positional awareness</b> 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 <b>core strength, stability, balance, spatial awareness</b>, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye coordination</b>, which is later linked to <b>early literacy</b>. 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 <b>proficiency, control and confidence</b>.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                   |                                                                                                                                                                                      |                                                                                                                                                                                                                                |
| <div>Fine motor</div> <div>Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</div> <div>Daily opportunities for Fine Motor Activities</div> <div>Regular Pen Discos</div> <div>RSE – Taking Care of Me</div> | <p>Hold brush / pencil etc beyond whole hand grasp<br/>Pencil grip – begin to use tripod grip if not already doing so.<br/>Scissor skills – cut along a line continuously.</p> <p>Lunchtime routines – using a fork and spoon to eat lunch.</p> <div><p><b>The Beery – Buktenica Developmental Test of Visual- Motor Integration</b></p><p>Writing readiness can be guided by the child’s ability to write these first 8 to 9 shapes as these form the foundations of all letters and numbers.</p></div> <p>Complete 6 piece jigsaws</p> <p>Be able to take off and put on coat, pulling up a zip.<br/>Pull off jumpers and cardigans with increasing independence.<br/>Blow own nose and dispose of tissue.</p> <p>Cooking – measure using cupfuls and spoons<br/>Mix using a spoon and bowl.<br/>Knead dough</p>                                                                                                                                                                                                                                                                        | <p>Use a tripod grip – holding pencil between thumb and two fingers<br/>Scissors – turn paper to cut</p> <p>Lunchtime routines – using a knife, fork and spoon to eat lunch.</p> <div><p><b>The Beery – Buktenica Developmental Test of Visual- Motor Integration</b></p><p>Writing readiness can be guided by the child’s ability to write these first 8 to 9 shapes as these form the foundations of all letters and numbers.</p></div> <p>Complete 10+piece jigsaws</p> <p>Take off own jumper and turn correct way<br/>Get changed independently for PE and outdoor learning.<br/>Make healthy food choices at lunchtime – drinking enough water.</p> <p>Cooking – Use knives to spread and cut soft food<br/>Use the bridge technique to cut.</p> | <p>Use a dynamic tripod grip effectively to form letters. Shapes<br/>Scissors – cut a variety of materials – including card, paper, tissue paper etc.</p> <p>Lunchtime routines – Use a knife and fork with precision.</p> <div><p><b>The Beery – Buktenica Developmental Test of Visual- Motor Integration</b></p><p>Writing readiness can be guided by the child’s ability to write these first 8 to 9 shapes as these form the foundations of all letters and numbers.</p></div> <p>Complete 20+ piece jigsaw</p> <p>Know how to button and unbutton own clothing.<br/>Tidy up and take care of own possessions – including recognising when to take off and put on own clothing.</p> <p>Cooking – cut hard food using a knife. Use a grater and a peeler.</p> <p>Tinkering table</p> |                                                                                                                   |                                                                                                                                                                                      |                                                                                                                                                                                                                                |
| <div>Gross motor</div> <div>Daily Dash – at least 3 x per week. Outdoor environment provides opportunities for large-scale movement daily.</div>                                                                                                                                                                               | <p>Changing for PE – independence routines set.<br/>Manage personal hygiene – support as required.<br/>Regular reminders of handwashing / toileting.<br/>Moving safely in a large space, being able to stop quickly.</p> <p><b>Oral Health – BRUSH BUDDIES</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Continued independence in changing for PE<br/>Variety of wheeled toys in the outdoor area.<br/>Crate play &amp; climbing.</p> <p><b>Oral Health – BRUSH BUDDIES SCHEME – Throughout the Year</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Get changed for PE independently – beginning to turn clothes the right way round.</p> <p>Keeping Safe – Road Safety</p> <p><b>Oral Health – BRUSH BUDDIES SCHEME – Throughout the Year</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Healthy body – effects of exercise.</p> <p><b>Oral Health – BRUSH BUDDIES SCHEME – Throughout the Year</b></p> | <p>Manage buttons when getting changed for PE and the outdoors.</p> <p>What I need to be healthy</p> <p>Healthy amount of screen time.</p> <p><b>Oral Health – BRUSH BUDDIES</b></p> | <p>Races / team games involving gross motor movements<br/>Obstacle activities children moving over, under, through and around equipment.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> |

|                       | SCHEME - Throughout the Year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                              | SCHEME - Throughout the Year                                                              | Oral Health - BRUSH BUDDIES<br>SCHEME - Throughout the Year                                                                                                                                                                                                                                                        |
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| Get Set 4 PE          | <b>Introduction to PE – Unit 2</b><br>To move around safely in space<br>To follow instructions and stop safely.<br>To stop safely and develop control when using equipment.<br>To follow instructions and play safely in a group.<br>To follow a path and take turns<br>To work cooperatively with a partner<br><b>Fundamentals Unit 2</b><br>To develop balancing to develop running and stopping<br>To develop changing direction<br>To develop jumping<br>To develop hopping<br>To explore different ways to travel using equipment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Ball Skills – Unit 2</b><br>To develop rolling and tracking a ball<br>To develop accuracy when throwing two at target<br>To develop dribbling with hands<br>To develop throwing and catching with a partner<br>To develop dribbling a ball with your feet<br>To develop kicking a ball to a target.<br><br><b>Commando Jo Missions</b> <ul style="list-style-type: none"><li>If you are happy and you know it – Self Awareness</li><li>Humpty Dumpty – Positivity</li><li>Jack and Jill – Empathy</li><li>Three Blind Mice – Communication</li><li>Twinkle, Twinkle Little Star – Excellence</li><li>Incy Wincy Spider – Resilience</li></ul> | <b>Gymnastics – Unit 2 – Mon</b><br>To create short sequences using shape balances and travelling actions<br>To develop balancing and safely using apparatus.<br>To develop jumping and landing safely from a height<br>To develop rocking and rolling<br>To explore travelling around over and through apparatus<br>To create sequences using apparatus.<br><br><b>Dance – Unit 2 – Thurs</b><br>To copy, repeat and explore actions in response to a theme.<br>To explore and remember actions considering level shape and direction.<br>To explore movement using a prop with control and coordination.<br>To move with control and coordination expressing ideas through movement.<br>To remember and repeat actions moving in time with the music.<br>To explore actions in response to a theme and begin to use counts. | <b>Ball Skills – Unit 2 Continued ... (missed some due to Basketball &amp; Christmas</b><br><br><b>Continue with some COJO missions as not enough hall session in A2</b><br><br><b>Large Apparatus</b><br><br><b>Health Related Circuits</b> | <b>SAQ</b><br><br><b>Skipping – Booked in for a Thursday PM</b><br><br><b>BIKEABILITY</b> | <b>Games – Unit 2</b><br>To aim when throwing and practice keeping score<br>To follow instructions and move safely when playing tag games<br>To learn to play against partner<br>To develop coordination and play by the rules<br>To explore striking a ball and keeping score<br>To work cooperatively as a team. |
| Commando Joe Missions | If you are happy and you know it – Self Awareness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Row, Row, Row, your boat – Teamwork                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Humpty Dumpty – Positivity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Jack and Jill – Empathy<br>Three Blind Mice – Communication                                                                                                                                                                                  | Twinkle, Twinkle Little Star – Excellence                                                 | Incy Wincy Spider – Resilience                                                                                                                                                                                                                                                                                     |
|                       | <b>From Development Matters 2021</b><br>Revise and refine the fundamental movement skills they have already acquired: – rolling – crawling – walking – jumping – running – hopping – skipping – climbing<br>Progress towards a more fluent style of moving, with developing control and grace.<br>Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.<br>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.<br>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, coordination and agility.<br>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. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                              |                                                                                           |                                                                                                                                                                                                                                                                                                                    |

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| General Themes                                                                                                                                                                                                                                                                                                         | Marvellous Me                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Terrific Tales                                                                                                                                                                                                          | Amazing Animals                                                                                                                                                                                                 | What Can Grow?                                                                                                                                                                                                                                                                            | Are we there yet?                                                                                                                                                                                                             | Beautiful Beaches                                                                                                                                                                                                                                                                                                |
| <b>Literacy</b>                                                                                                                                                                                                                                                                                                        | It is crucial for children to develop <b>a life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . 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 <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) |                                                                                                                                                                                                                         |                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                  |
| <b>TALK FOR WRITING</b><br><br><b>Comprehension</b><br><b>- Developing a passion for reading</b><br><br>Children will have access to the class library weekly.                                                                                                                                                         | <b>T4W : Goldilocks and the Three Bears</b><br><br>Develop book-like vocabulary through the use of patterned texts.<br><br>Simple action rhymes and rhyming words.<br>Reenact traditional tales and give characters a voice.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>T4W : The Little Red Hen</b><br><br>Cumulative tale<br><br>Begin to predict what might happen at the end of a story<br><br>Know ‘role’ character, author, illustrator as we talk about books, stories and role play. | <b>T4W: Tinga Tinga Tales – The Brave Lion</b><br><br>Know the pattern in stories and anticipate key events.<br><br>Sequence main events in story.<br><br>Describe main characters. Play using story narrative. | <b>T4W : Jack and the Beanstalk</b><br>Know how to retrieve information from simple non fiction books and the internet.<br><br>Use illustrations for meaning.<br><br>Know ‘cover, blurb, setting event’ as we talk about books, stories and role play.<br><br>Recall and discuss stories. | <b>T4W : The Journey home from Grandpa’s</b><br><br>Make simple predictions and explain events in books.<br><br>Main settings, events and principal characters<br><br>Make up stories with others.<br><br>Non-fiction library | <b>Billy’s Bucket</b><br><b>Look what we found at the Seaside</b><br><b>Above &amp; Below</b><br><b>Seaside holidays now and then</b><br><br>Know ‘fiction and non-fiction’ as we talk about books, stories and role play.<br><br>Choosing own books for pleasure<br><br>Make predictions and use illustrations. |
| <b>Read Write Inc</b>                                                                                                                                                                                                                                                                                                  | <b>Starting Strong</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Starting Strong &amp; groups</b>                                                                                                                                                                                     | <b>Groups</b>                                                                                                                                                                                                   | <b>Groups</b>                                                                                                                                                                                                                                                                             | <b>Groups</b>                                                                                                                                                                                                                 | <b>Groups</b>                                                                                                                                                                                                                                                                                                    |
| <b>Word Reading</b><br><br>Children will be working in different groups for Read Write Inc. Focus on consolidation of set 1 sounds and Set 2 Sounds, Green words . Ditty sheets, introduction of Red Ditty Books and Green & Purple books for more confident readers. This will be led by RWI half termly assessments. | RWI: Speed Sounds Sets 1 m,a,s,d,t,i,n,p,o,g,c,k,u,b,f,e,l,h,r,j,v ,y,w,z,x<br>Word Time 1:1 – 1:3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | RWI: Speed Sounds Sets 1 including digraphs – sh, ch, th, qu, ng,nk<br>Word Time 1:3 – 1:7<br><br>Reading books using single sounds (sound blending books)                                                              | Speed sounds set 1 – speedily Including digraphs ll,ff,ss,ck,<br><br>Blend set 1:1-1:6 accurately.<br><br>Read 1:1-1:4 speedily.<br><br>RWI: Red Ditties / Ditty Photocopies                                    | All set 1 speed sounds speedily.<br>Blend 1:1-1:7 accurately<br>Some words with 2 syllables.<br><br>Red Ditties / Green                                                                                                                                                                   | RWI: Speed Sounds Set 2 – ay,ee,igh,ow,oo oo<br><br>Blend set 2 words containing digraphs and trigraphs<br><br>Red Ditties / Green / Purple                                                                                   | RWI: Speed Sounds Set 2 ar,or,air,ir,ou,oy<br><br>Blend set 2 words containing digraphs and trigraphs<br><br>Green / Purple                                                                                                                                                                                      |
| <b>RWI Expectations</b>                                                                                                                                                                                                                                                                                                | Read 16 single-letter Set 1 sounds<br><br>Make your Mark – begin to learn how to form letters using RWI handwriting patter in RWI order.<br>Giving meaning to marks<br>Finding dominant hand, tripod grip.<br>Writing initial sound letter correspondences as taught                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Read all 25 Set 1 single letter sounds<br>Blend sounds into words orally                                                                                                                                                | Read all 25 Set 1 single letter sounds<br>Blend sounds to read words<br>Read short Ditty stories                                                                                                                | Read 31 sounds (Set 1 Special Friends)<br>Read Red Storybooks<br><br>Sound grapheme correspondence including digraphs ll,ff,ss,ck                                                                                                                                                         | Read 35 sounds (4 double consonants)<br>Read Green Storybooks<br><br>Sound-grapheme correspondence for some set 2 sounds                                                                                                      | Read 41 sounds (first 6 Set 2 sounds)<br>Read Green Storybooks<br><br>Sound-grapheme correspondence for some set 2 sounds                                                                                                                                                                                        |

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| <b>Handwriting</b>                                                                                                                      | <u>Writing Pre Requisite Skills</u> (based WISE documentation from training)<br>Horizontal lines / vertical lines / wavy lines / circles<br>Up curves / down curves / mixed height curves<br>Spirals / crosses / turrets / diagonals<br>Zig Zags / sideways / V / Letter X / Triangles<br><br>Gross Motor Skills – Daily Scarf large movements / Pen Disco x 3 per wk<br><br>Fine Motor Skills – planned into CP and Morning Jobs |                                                                                                                                                                                                                                                  | New for 2026 Handwriting –<br>Long letter family – i,l,t,u,y,j,                                                                                                                                                                                                                                              | New for 2026 Handwriting –<br>Bouncy letter family –<br>m,n,r,h,b,p                                                                                                                                                                              | New for 2026 Handwriting –<br>Curly letter family –<br>c,a,d,o,g,q,e,s,f<br><br>Zig Zag letter family – v,w,x,z,k                                                                                                                                                                                      | Writing recognisable letters, most of which are correctly formed.                                                                                                                                 |
| <b>Writing</b><br><b>Direct Instruction – whole class, small group individual</b><br><br><u>(based on WISE stage not age continuum)</u> | Marks and Meaning – Pre Writing Shapes<br><br>To hear and identify and/or record an initial sound when the word is dictated by an adult (practising letter formation of sounds taught so far)                                                                                                                                                                                                                                     | To hear and record initial sounds to match a picture<br><br>To orally segment a CVC word and build it with the correct letters using taught sounds. (practice letter formation underneath as appropriate)                                        | To write a dedicated CVC / CVCC / CCVC word<br><br>To write CVC words to match a picture / object                                                                                                                                                                                                            | To write a simple dictated caption (2 or more words) with support to hold the caption e.g. a dog, big cat.                                                                                                                                       | To write simple dictated phrases / sentences with support to hold the phrase / sentence.                                                                                                                                                                                                               | To write simple dictated phrases / sentences from memory tat can be read by others<br><br>Optional (scaffolded) To compose and write own simple phrases and sentences that can be read by others. |
|                                                                                                                                         | Know the order of letters in their first name – letter tiles.<br><br>Writing first name<br>Names as labels<br>Sequencing storymap – who what, when<br>Pictorial instructions for making porridge<br><br>Writing patterns                                                                                                                                                                                                          | Write first name with limited prompts.<br><br>Know how to form the capital letter at the start of their name.<br><br>List of characters of Little Red Hen – cvc words<br>Speech bubbles<br>Pizza shopping list<br>CVC Spellings for morning jobs | Spell some CVC words<br><br>CVC words to complete labels and lists<br><br>Begin to write surname.<br><br>CVC Spellings<br>Innovation of Why a Lion Roars – Tinga Tales<br>Dangerous Book – Labeling animals – post it notes<br>Thank you letters to petshop<br>CVC –<br>Thank you for looking after our pet. | Complete a sentence<br>Begin to hold a sentence.<br>Write surname<br>Introduce capital letters<br>CVCC / CCVC words<br><br>Wanted poster – Giant Shhh! Book<br>My Bean Diary – Instructions to plant seeds<br>Story map – Jack and the beanstalk | Write a simple sentence using capital letters and full stop.<br>CVCC / CCVC words<br><br>Writing full name.<br><br>Caption writing – bikes<br>Recount of museum trip – simple sentence<br>Labelling bike – Mrs A<br>Innovation – descriptive adjectives e.g The ___ yellow car stops at the ___ shops. | Write more than one sentence using capital letters and full stops.<br><br>Labelling rock pool<br>In the bucket I can see ...<br>Labelling physical features<br>Sea Creatures fact files           |
| <b>Planned purposeful practice</b>                                                                                                      | Shopping list<br>Instructions<br>Labelling – initial sounds<br>Sequencing story<br>Doctors – writing ops                                                                                                                                                                                                                                                                                                                          | Shopping lists<br>Surveys<br>Character speech bubbles<br><br>Shop – Corner shop                                                                                                                                                                  | Missing posters<br>Letter writing<br>Labelling animal crates<br>Pet shop labels<br>Labelling pet food<br>Missing pet posters<br><br>Pet Shop                                                                                                                                                                 | Sequencing images<br>Wanted posters – character baddies from films<br><br>B&M Garden Centre                                                                                                                                                      | Captions – I can see / look at the ... /<br><br>Car Wash / Car Garage / Transport                                                                                                                                                                                                                      | Labels<br>Price lists<br>Packing lists – holiday<br><br>Beach Shop<br>Ice Cream shop                                                                                                              |
| <b>Resources to support independent application</b>                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                   | Name flip pads for lists<br>Letters to Santa – Maisy’s letters                                                                                                                                                                                   | Visit a pet shop?                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                   |

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| Home corner writing ops throughout the year.               |                                        |                                                                |                                                                 |            |                                    |            |
| Handwriting, fine motor control, mark making opportunities |                                        |                                                                |                                                                 |            |                                    |            |
| Purposeful Mark Making                                     | Draw a man<br>Big Chalk<br>Puppet pals | Draw a man<br>Lists<br>Church walk mapping<br>Letters to Santa | Draw a man<br>Message Centre – post in<br>drawers – don’t open? | Draw a man | Draw a man<br>Big chalks – mapping | Draw a man |

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| General Themes                                                                                                                                                                                                                            | Marvellous Me                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Terrific Tales                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Amazing Animals                                                                                                                                                                                                                                                                                                                                                                                                  | What Can Grow?                                                                                                                                                                                                                                                                                                                                                              | Are we there yet?                                                                                                                                                                                                      | Beautiful Beaches                                                                                                                                                                                                                                         |
| <p><b>Maths</b></p> <p><b>Numbers</b></p> <p><b>Numerical Patterns</b></p>                                                                                                                                                                | <p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, <b>‘have a go’</b>, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                           |
| <p><b>Mastering Number</b></p> <p><a href="https://docs.google.com/document/d/1ytYikZhLrO-YuFw28V2bvmlj-Hqd2opX/edit#heading=h.gjdgxs">https://docs.google.com/document/d/1ytYikZhLrO-YuFw28V2bvmlj-Hqd2opX/edit#heading=h.gjdgxs</a></p> | <p><b>Week 1 – 6</b></p> <p>Week 1 – subitising within 3<br/>Week 2 – Focus on counting skills<br/>Week 3 – Explore how mo made of 1s<br/>Focus on composition of 3 /4<br/>Week 4 – Subitise objects and sounds<br/>Week 5 – Comparison of sets – ‘just by looking’ Use the language of comparison: more than and fewer than<br/>Week 6 –Focus on counting skills<br/>Focus on the ‘five-ness of 5’ using one hand and the die pattern for 5<br/>Week 7 – Comparison of sets – by matching . Use the language of comparison: more than, fewer than, an equal number.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Week 7 – 12</b></p> <p>Week 8 – Explore the concept of ‘whole’ and ‘part’<br/>Week 9 – Focus on the composition of 3, 4 and 5<br/>Week 10 – Practise object counting Skills. Match numerals to quantities within 10. Verbal counting<br/>Week 11 – Subitise within 5 focusing on die patterns<br/>Match numerals to quantities within 5<br/>Week 12 – Counting – focus on ordinality and the ‘staircase’ pattern<br/>See that each number is one more than the previous number<br/>’</p> | <p><b>Week –13–20</b></p> <p>Week 13 – Focus on 5<br/>Week 14 – Focus on 6 and 7 as ‘5 and a bit<br/>Week 15 – Compare sets and use language of comparison: more than, fewer than, an equal number to<br/>Make unequal sets equal<br/>Week 16 – Focus on the ‘staircase’ pattern and ordering numbers<br/>Week 17 – Focus on ordering of numbers to 8<br/>Use language of less than<br/>Week 18 – Focus on 7</p> | <p><b>Week 19–23</b></p> <p>Week 19 – Doubles – explore how some numbers can be made with 2 equal parts<br/>Week 20 – Doubles – explore how some numbers can be made with 2 equal parts.Week 21 – Counting – larger sets and things that cannot be seen<br/>Week 22 – Subitising – to 6, including in structured arrangements<br/>Week 23 – Composition – ‘5 and a bit’</p> | <p><b>Week 24– 26</b></p> <p>Week 24 – Composition – of 10<br/>Week 25 – Comparison – linked to ordinality Play track games<br/>Week 26 – Subitise to 5. Introduce the Rekenrek</p>                                    | <p><b>Assessment Weeks x 5</b></p> <p><u>Review and Assess</u></p> <ul style="list-style-type: none"> <li>Automatic recall of bonds to 5</li> <li>Composition of numbers to 10</li> <li>Comparison</li> <li>Number Patterns</li> <li>Counting.</li> </ul> |
| <p><b>Shape, Space and Measures 2026 – Based on New MN Materials – released termly through 2026 / 2027</b></p>                                                                                                                            | <p><b>MOVING THROUGH SPACE</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>NOTICING, VISUALISING AND MANIPULATING</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>BLOCK PLAY</b></p>                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>SHAPE</b></p>                                                                                                                                                                                                                                                                                                                                                         | <p><b>PATTERN</b></p>                                                                                                                                                                                                  | <p><b>MEASURE</b></p>                                                                                                                                                                                                                                     |
| <p><b>Possible Linked Texts</b></p> <p><b>Anno’s Counting Book</b></p> <p><b>I Spy Numbers</b></p>                                                                                                                                        | <p>Button Box<br/>Find my Match<br/>Pattern Bugs / Pattern Fish<br/>Noah’s Arc</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>One Bear at Bedtime<br/>Noah’s Ark<br/>Circle / Triangle / Square<br/>Me on a Map<br/>Kipper’s Toybox<br/>Pete the Cat &amp; his Four Groovy Buttons<br/>Day Money, Night Monkey</p>                                                                                                                                                                                                                                                                                                        | <p>The Paper Dolls<br/>None the Number<br/>A Squash and Squeeze<br/>Room on the Broom<br/>Who Sank the Boat<br/>My Grumpy’s Outing<br/>Six Dinner Sid<br/>Titch<br/>Tall<br/>Mr Wolf’s Week</p>                                                                                                                                                                                                                  | <p>Pattern Bugs<br/>How do Dinosaurs count to 10?<br/>Mouse Count<br/>Mouse Shapes<br/>10 Black Dots<br/>The Napping House<br/>Changes, Changes<br/>Pattern Fish</p>                                                                                                                                                                                                        | <p>One is a Snail, 10 is a Crab<br/>10 on a Train<br/>Snail Trail<br/>Which One Doesn’t Belong?<br/>Which is Round? Which is Bigger?<br/>My Granny went to Market<br/>One Ted falls out of bed<br/>Grandpa’s Quilt</p> | <p>The Story of Alison Hubble<br/>Two fo Everything<br/>Double Dave<br/>The Doorbell Rang<br/>One Odd Day<br/>My Grumpy’s Motor Car<br/>Billy’s Bucket<br/>How many legs?<br/>The Secret Path<br/>In Every House on Every Street</p>                      |

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| General Themes                                                                                                                                                                                                           | Marvellous Me                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Terrific Tales                                                                                                                                                                                                                                          | Amazing Animals                                                                                                                                                                                                                               | What Can Grow?                                                                                                                                               | Are we there yet?                                                                                                                                                  | Beautiful Beaches                                                                                                                                                                                                                                                                                           |
| <b>Understanding the world</b>                                                                                                                                                                                           | Understanding the world involves guiding children to <b>make sense of their physical world and their community</b> . 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. |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                               |                                                                                                                                                              |                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                             |
| <b>The Natural World</b><br>Children in reception will visit the woodlands regularly throughout the year. PPST –<br><br><b>Weather, Seasons and Changes</b> run throughout our daily routine and weekly woodland visits. | My Classroom, My School.<br>– Getting to know our way around.<br>Autumn Changes<br><br>Climate Change<br><br>My Busy Body – PSTT – Ourselves                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Special Buildings in our Community – Visit to Local Post Office / Box – Christmas in St Aidan’s Church<br><br>PSTT – Birthdays / Celebrations<br>Autumn Leaves                                                                                          | Mapping – Naming buildings in local area. Begin to create maps. Draw pictures from memory.<br>Draw pictures of the natural world, including animals and plants.<br><br>PSTT – Dear Zoo<br>Animals in my Garden<br><br>Lifecycle of a Ladybird | Describe changes to trees and plants in Spring.<br><br>Life Cycles<br><br>Grow your own potatoes<br>Innocent Big Grow<br><br>PSTT – SuperTato<br><br>Growing | Local area mapping – where do I like – how do I get to school? Local Landmarks<br><br>NUSTEM – Shadow Tubes / Light & Dark<br><br>Seeds<br><br>PSTT – Black Rabbit | Land & Sea<br>Name physical features of a beach<br>Know some similarities and differences between the natural world around them and contrasting environments.<br><br>Beachcombing – the local area Land & Sea<br><br>Floating & Sinking<br><br>PSTT – Summer Fruits<br><br>Looking after sea life creatures |
| <b>Past &amp; Present</b>                                                                                                                                                                                                | Visual Timetable to show passage of time.<br><br>How I have changed since I was a baby. Guess Who – What can I do now that I couldn’t do then.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Sequence of our daily / weekly routines<br><br>Using linear calendar in daily routines                                                                                                                                                                  |                                                                                                                                                                                                                                               | How we Grow – Identify similarities and differences between 4YO & adults – Once there were Giants.                                                           | Vehicles past & present<br><br>Journeys and travel                                                                                                                 | Seaside now and then<br><br>The Shiremoor Treat – Local Tradition<br><br>Aerial maps                                                                                                                                                                                                                        |
| <b>People, Cultures and Communities</b>                                                                                                                                                                                  | Talk about members of my immediate family.<br>Naming and describing people who are familiar to them.<br><br>Treasure Boxes – remembering our recent past.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Tasting breads from different cultures<br><br>Share different cultures of versions of famous traditional tales.<br><br>Show photos of how Christmas used to be celebrated in the past.<br>Use world maps to show children where some stories are based. | Describe things they have seen whilst outside including animals and plants.<br>Making sense of different environments and habitats.                                                                                                           | Where does our food come from?<br>Explain some similarities and differences between life in this country and life in other countries.                        | Look at the difference between transport in this country and one other country                                                                                     | Understanding their own environment and contrasting environments – Caribbean Dream                                                                                                                                                                                                                          |
| <b>RE &amp; Festivals</b><br>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful                                                       | <b>Families</b> – Who is special to you at home? What things do you do with your family that are special to you?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Giving</b> – Why do we give presents?<br><b>Saying thank you</b> – Why did they choose those particular presents? When do we say thank you?                                                                                                          | <b>Celebrating New Year</b> – ‘Auld Lang Syne’ , What would the children like to make as their resolutions?                                                                                                                                   | <b>Signs of Spring</b> – How is Spring different from Autumn, Winter and Summer? How do the signs of Spring make you feel and why?                           | <b>The Boy who cried Wolf</b> – How did the villagers feel at the beginning? Why did the boy tell lies? How did the boy/villagers feel at the end of the story?    | <b>Homes around the World-</b><br>What does a home need? What makes homes special? What can you see that is the same as/different to your own home? Does everyone live                                                                                                                                      |

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| relationships.<br>They will begin to understand and value the differences of individuals and groups within their own community.<br>Children will have opportunity to develop their emerging moral and cultural awareness. | <p><b>Friends</b> – What makes us special? We are all unique.</p> <p><b>Role models</b> – Who could be your role model and why?</p> <p><b>Moses</b> – What rules do we follow? Story of Moses receiving the Ten commandments.</p> <p><b>Jesus</b> – Who is this person? Jesus performing a miracle story.</p> <p><b>Harvest</b> – What is Harvest?</p> <p><b>Diwali</b> – What is Diwali?</p> | <p><b>The Christmas Story</b> – Why do Christians think Jesus is special?</p> <p><b>The Shepherds</b> – How did the shepherds feel when the angel appeared? What did the angel tell the shepherds?</p> <p><b>The Wise Men</b> – Why did the Wise Men visit him? Why did they give Him these presents?</p> <p><b>Christmas</b> – Do you celebrate Christmas?</p> | <p><b>Lunar New Year</b> – ‘The Great Race’ How does it feel when you work hard to do something and achieve it or not? Does it make it easier/better when you work together like some of the animals did? How would it feel to make these preparations? Why is New Year special/important?</p> <p><b>Holi festival</b> – Why do Hindus/Sanatana Dharma celebrate Holi?</p> <p><b>Eid</b> – Why do Muslims celebrate?</p> | <p><b>Spring into life</b> – What new things happen in Spring? How do things change? Can children mime examples of new life in Spring?</p> <p><b>Easter</b>– Do you celebrate Easter? What do you know about Easter? What makes Easter special? Who is Easter special for?</p> <p><b>Easter story</b> – How is Jesus feeling now? Why do you think Jesus wanted to have a special meal with His friends?</p> <p><b>Easter story</b> – What has happened so far in the story? How are the characters feeling and why? Why was Jesus praying?</p> <p><b>Easter Assembly</b></p> | <p><b>Bilal and the Beautiful Butterfly</b>– What is the moral in the story?</p> <p><b>The Gold Giving Serpent</b> – How would you feel if a snake left you a gold coin? What was the moral in the story?</p> <p><b>The Lost Coin</b>– Have you ever lost something? How did it feel? How did it feel when/if you found it?</p> | <p>in the same type of home? Why/why not? Is this OK?</p> <p><b>Our World</b>– Where is a special place to you? Why is it special?</p> <p><b>Churches</b>– Have you ever been to a church? What was it for?</p> <p><b>Mosques</b>– What is this building? Who might use this building? Why do you think Muslims take their shoes off when entering a mosque and wash themselves before they pray?</p> <p><b>Mandir</b> – What is this building? Who might use this building?</p> |
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<https://pstt.org.uk/resources/curriculum-materials/eyfs-science>

[https://www.stem.org.uk/search?search\\_query=Early%20Years&f%5B0%5D=type%3Acollection&f%5B1%5D=field\\_age\\_range%3A97](https://www.stem.org.uk/search?search_query=Early%20Years&f%5B0%5D=type%3Acollection&f%5B1%5D=field_age_range%3A97)

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| Expressive Arts and Design                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | The development of children’s artistic and cultural awareness supports <b>their imagination and creativity</b> . It is important that children have regular opportunities to <b>engage with the arts</b> , enabling them to explore and play with a wide range of <b>media and materials</b> . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b> . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                  |                                                                                                                                                                                                                     |                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Creating with Materials</b><br><b>Being Imaginative &amp; Expressive</b><br><br><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion. Children explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i><br><br><b>DANCE –</b><br>Oti’s Boogie Beebies<br>Andy’s Wild Adventures<br>BBC Teach Let’s Move<br>Go Noodle<br>KIDZ BOP<br>Zest Dance Workshops<br>Danny Go | Make your mark<br>Junk Materials – simple joining techniques<br>Playdough/modelling                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Using primary colours.<br>Cooking using simple tools<br><br>Playdough/modelling                                                                                                                                                                                                       | Use drawing to tell a story<br>Constructing with a purpose<br>Clay<br>Playdough/modelling<br>Lego                                                                                                                                | Growing food to eat<br>Using tools to cook & bake<br><br>Playdough/modelling<br>Lego                                                                                                                                | Using tools to effect change – introduction to workbench tools<br>Making & Tasting food we have grown<br>Observational drawings<br>Playdough/modelling<br>Duplo                                                       | Using shapes to construct models<br>Tinkering Table – disassemble and construct<br>Clay<br>Observational drawings<br>Paper sculpture<br>Playdough/modelling<br>Duplo                                                                                                                                                                                                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Dynamics and Tempo–</b> Play/sing getting louder and softer<br><br><b>Pulse and Rhythm–</b> Feel and mark the beat with non-tuned percussion.<br><br>Learning & singing hand action songs & rhymes.<br><br>Harvest Festival<br>Oats and Beans and Barley grow<br>Nursery Rhymes                                                                                                                                                                                                                                                                                                                                                                                       | <b>Pitch–</b> Recognise, respond to and make ascending and descending pitch sequences with tuned percussion within an octave<br><br><b>Timbre and Texture–</b> Match onomatopoeic words to instrumental sounds.<br><br>Nursery Rhyme Week<br>Christmas Songs<br>Christmas performance | <b>Pulse and Rhythm–</b> Improvise dance moves to music with a strong pulse.<br>Feel and mark/count the beat in your head.<br><br><b>Pitch–</b> Vocal pitch match with a range of two or three notes<br><br>Down At The Pet Shop | <b>Dynamics and Tempo–</b> Make simple percussion patterns of loud and soft sounds<br><br><b>Timbre and Texture–</b> add instrumental sound effects to poems and stories as part of a group.<br><br>Easter Assembly | <b>Pitch –</b> memorise longer melody patterns as part of the repertoire of songs.<br><br><b>Pulse and Rhythm–</b> mark the rhythmic patterns of whole short rhymes with body and untuned percussion.<br><br>Car Ride | <b>Timbre and Texture–</b> Perform a story or narrative poem with instrumental and body percussion effects.<br><br><b>Dynamics and Tempo–</b> Play/sing/move getting faster and getting slower. Combine gestures and movements into a simple dance sequence with support, following the changes in tempo.<br><br>A Sailer Went To Sea<br>Class Assembly Performance |
| <b>Artist Focus</b><br><br><i>Art Appreciation Society will be used on a regular basis to talk about Artists and the artwork they create.</i><br><br><a href="https://nurturestore.co.uk/famous-artist-lessons-for-children">https://nurturestore.co.uk/famous-artist-lessons-for-children</a>                                                                                                                                                                                                                                                                                                                                                                      | Drawing Lines and circles – making variety of marks.<br>Artist: Bridget Riley                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Artist: Yayoi Kusama – Pumpkins<br><a href="https://www.tate.org.uk/kids/explore/who-is/who-yayoi-kusama">https://www.tate.org.uk/kids/explore/who-is/who-yayoi-kusama</a><br>Alma Thomas                                                                                             | Artist Henri Matisse – Snail Trail                                                                                                                                                                                               | Artist:<br>Vincent Van Gogh – Sunflowers                                                                                                                                                                            | Artist:<br>Wassily Kandinsky                                                                                                                                                                                          | Artist:<br>Suzy Lee – author and illustrator<br>Local Artist – Jane Wishart                                                                                                                                                                                                                                                                                         |

What do we want children to **know** by the end of this block and what do we want children **to know how to do** by the end of this block?

| Autumn<br>Term 1 | Prime Areas of Learning                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                              |
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|                  | Communication & Language                                                                                                                                                                                                                                                                                                                 | Personal, Social & Emotional Development                                                                                                                                                                                                                                                                                                                                                                                                                   | Physical Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                              |
|                  | Follow adult cues to listen.<br><br>Know behaviours for successful listening.<br><br>Participation in predictable texts.<br><br>Recall a range of simple nursery rhymes.<br><br>Ask either/or questions.<br><br>Participate in adult narration of independent learning.<br><br>Recall and define specialist vocabulary for the half term | Follow classroom routines including self-help with clothing.<br><br>Follow classroom expectations.<br><br>Distinguish between healthy food choices and special treats.<br><br>Define what makes me special<br><br>Build a vocabulary around feelings                                                                                                                                                                                                       | Stack, align and balance blocks of different shapes and sizes<br><br>Cutting along lines,<br><br>Hand action songs<br><br>Move safely in a large space, negotiating obstacles<br>Change direction. Stop quickly.                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                              |
|                  | Specific Areas of Learning                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                              |
|                  | Literacy                                                                                                                                                                                                                                                                                                                                 | Maths                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Understanding the World                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Expressive Arts & Design                                                                                                                                                                                                                                                                                                                                     |
|                  | Develop book-like vocabulary and language structures through hearing patterned texts.<br>Participate in, memorise and perform simple action rhymes.<br><br>Read Write Inc – Speed Sounds Set 1<br><br>Form recognisable letters correctly.<br><br>Use marks or some letters for meaning.<br><br>Write / copy their first name and        | Count forwards to 10, naming the number after and counting on from a given number.<br><br>Count sets of objects or actions, demonstrating the cardinal rule within 5<br><br>Number composition to 5<br><br>Recognise commonality and make sets.<br><br>Qualitative comparison of length and height<br><br>Complete AB visual linear patterns<br><br>Narrate the pattern of the school day using now, next, after playtime, after lunch, before bedtime etc | Describe changes of state with cement and clay.<br>Name plants and parts of plants in allotment harvest.<br><br>Describe and represent the home in 2D and 3D, naming rooms and parts of the building.<br><br>Know that children were babies in the past.<br><br>Know that adults were children in the past.<br><br>Know that adults can remember things from the past.<br><br>Recycling household waste, describing original and new use of objects, e.g. these kitchen rolls can be telescopes<br><br>Name body parts | Stack, align and balance with bricks and blocks on a range of scales.<br><br>Draw familiar people from memory, with attention to detail.<br><br>Enact domestic routines and brief family narratives using props.<br><br>Mark the pulse of pieces of music using body percussion.<br><br>Copy, memorise and perform a repertoire of simple hand-action songs. |

What do we want children to **know** by the end of this block and what do we want children **to know how to do** by the end of this block?

| Autumn<br>Term 2                                                                       | Prime Areas of Learning                                                                                 |                                                                                                                         |                                                                                                     |  |
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|                                                                                        | Communication & Language                                                                                | Personal, Social & Emotional Development                                                                                | Physical Development                                                                                |  |
|                                                                                        | Secure more complex rhymes                                                                              | Follow wider school regimes                                                                                             | Stack, aligning, balancing with magnetic joints                                                     |  |
|                                                                                        | Secure agreed rules for conversational turn taking in small and larger groups.                          | Articulate and demonstrate handwashing and food preparation.                                                            | Join and separate small construction kit components by clicking and twisting.                       |  |
|                                                                                        | Ask “Tell me more” to extend responses.                                                                 | Identify healthy ingredients in healthy snacks.                                                                         | Dig with trowels and hand forks – planting                                                          |  |
|                                                                                        | Formulate and respond to questions.                                                                     | Work in pairs to succeed in a challenge.                                                                                | Use squashing techniques including rolling pins to achieve desired effects.                         |  |
|                                                                                        | Follow two step instructions.                                                                           | Perform confidently to an audience in s simple adult structured presentation..                                          | Cut and turn along outlines.                                                                        |  |
|                                                                                        | Tell me more                                                                                            |                                                                                                                         | Travel in different ways with control and co-ordination.                                            |  |
|                                                                                        | Recall and define specialist vocabulary for the half term                                               |                                                                                                                         | Jump in different ways.                                                                             |  |
|                                                                                        | Specific Areas of Learning                                                                              |                                                                                                                         |                                                                                                     |  |
| Literacy                                                                               | Maths                                                                                                   | Understanding the World                                                                                                 | Expressive Arts & Design                                                                            |  |
| Grasp and use a wider range of structures in books and use these to aid participation. | Sort by one criterion. Recognise the odd one out in a set.                                              | Describe changes to trees and woodland plants in autumn.                                                                | Create new colours by mixing primary colours – pastels and paints; predict and narrate the effects. |  |
| Look for cues in illustrations.                                                        | Count backwards within 10, understanding the number before and counting back from a given number        | Know and demonstrate how to plant bulbs. Predict how it will grow.                                                      | Generate short narratives about the environment using small world props.                            |  |
| Memorise and perform more complex action rhymes and nursery rhymes.                    | Number composition to 5. Subitising                                                                     | Describe family Christmas traditions                                                                                    | Mark the beat and imitate rhythms with tapping and striking instruments.                            |  |
| Read Write Inc – Speed Sounds Set 1                                                    | Positional language with 3D shapes                                                                      | Describe and explain changes of state with bread dough.                                                                 | Perform a small repertoire of short repetitive songs.                                               |  |
| Use some letters in sequence to convey meaning, including CVC words.                   | Qualitative comparison of mass and capacity.                                                            | Name street furniture on a short locality walk                                                                          | Know further action songs and story ring games by heart.                                            |  |
| Begin to break speech into words when writing. Write Labels,lists and captions.        | Make AB transient linear pattern                                                                        | Name some special buildings in our community and explain their function through role play and small world re-enactment. |                                                                                                     |  |
|                                                                                        | Narrate the pattern of a day using morning, lunchtime, afternoon, evening, bedtime, daytime, night-time |                                                                                                                         |                                                                                                     |  |

What do we want children to **know** by the end of this block and what do we want children **to know how to do** by the end of this block?

| Spring<br>Term 1           | Prime Areas of Learning                                                                   |                                                                                              |                                                                                                                                |                                                                                                                               |
|----------------------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
|                            | Communication & Language                                                                  | Personal, Social & Emotional Development                                                     | Physical Development                                                                                                           |                                                                                                                               |
|                            | Play with words and “funny” rhymes, including “add your own word” rhymes.                 | Articulate the rationale for school regimes and expectations.                                | Weave, thread and tie                                                                                                          |                                                                                                                               |
|                            | Participate in very familiar stories as choric speech between narrator and characters.    | Work in a small group on tasks like turn-taking games.                                       | Use small hammers accurately                                                                                                   |                                                                                                                               |
|                            | Add connectives on the end of simple responses to include detail or causative extensions. | Articulate simple problem solving approaches.                                                | Recognise body changes during exercise.                                                                                        |                                                                                                                               |
|                            | Answer how and why questions.                                                             | Make healthy snacks.                                                                         | Carry and control small equipment                                                                                              |                                                                                                                               |
|                            | Recall and define specialist vocabulary for the half term                                 |                                                                                              | Travel across simple obstacle courses                                                                                          |                                                                                                                               |
| Specific Areas of Learning |                                                                                           |                                                                                              |                                                                                                                                |                                                                                                                               |
|                            | Literacy                                                                                  | Maths                                                                                        | Understanding the World                                                                                                        | Expressive Arts & Design                                                                                                      |
|                            | Recall key elements of books they have heard and read. Express preferences for books.     | Count forwards and back within 20.                                                           | Describe changes to trees and woodland plants in winter. Describe and explain changes of state with water                      | Create new colours by layering and overlapping blue, green, and white translucent materials                                   |
|                            | Learn word play rhymes and more complex nursery rhymes.                                   | Compare length and height qualitatively composition 6, 7 and 8, partitioning and recombining | Name locality features on a simple route to the school.                                                                        | Locate and reproduce geometric patterns in the urban environment.                                                             |
|                            | Read Write Inc – Speed Sounds set 1 – digraphs                                            | Subitise to 5.                                                                               | Name some other special buildings in our community and explain their function through role play and small world re- enactment. | Twist, wrap and weave with pressure and precision, narrating choices about colour and texture.                                |
|                            | Read simple phonically regular captions and sentences.                                    | Narrate the pattern of a week using today, tomorrow, yesterday                               | Describe and re-enact traditions from Chinese New Year celebrations.                                                           | Draw familiar landmarks from memory.                                                                                          |
|                            | Begin to write simple sentences with regular words ,including those with digraphs.        | Design with 2D shapes. Make 3D shapes out of other 2D shapes                                 |                                                                                                                                | Retell episodes from a known story in role or small world play.                                                               |
|                            |                                                                                           |                                                                                              |                                                                                                                                | Pitch match during sections then whole melodies of four line songs.                                                           |
|                            |                                                                                           |                                                                                              |                                                                                                                                | Imitate more complex rhythm patterns with tapping instruments. Dance with large arm movements using props – ribbon and fabric |

What do we want children to **know** by the end of this block and what do we want children **to know how to do** by the end of this block?

|                  |                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Spring<br>Term 2 | Prime Areas of Learning                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                  | Communication & Language                                                                                                                                                                                                                                                                  | Personal, Social & Emotional Development                                                                                                                                                                                                                                                                                                                                                                                                                            | Physical Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                  | Tell entire familiar stories using sequenced illustrations as prompts. Answer open ended or speculative questions.<br><br>Teach new skills to others verbally and by demonstration.<br><br>Recall and define specialist vocabulary for the half term                                      | Work in a small group on tasks like turn-taking games.<br><br>Articulate how to solve simple problems.<br><br>Choose ingredients suited to healthy snacks.<br><br>Articulate and demonstrate teeth cleaning.                                                                                                                                                                                                                                                        | Use woodwork tools to cut and join safely and under supervision.<br><br>Safely use a wider range of food preparation tools including chopping boards and knives, graters, fruit squeezers.<br><br>Control small games equipment when transporting, collecting and throwing.<br><br>Travel across more complex obstacle courses including changes of height.                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                  | Specific Areas of Learning                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                  | Literacy                                                                                                                                                                                                                                                                                  | Maths                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Understanding the World                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Expressive Arts & Design                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                  | Understand cause and effect in books they have heard or read.<br><br>Predict the endings of books.<br><br>The most complex nursery rhymes.<br><br>Wordplay songs.<br><br>Read Write Inc – Set two sounds<br><br>Write simple sentences with regular words ,including those with digraphs. | Count forwards beyond 20 and back within 20.<br><br>Make a comparison of length and height using non-standard measures.<br><br>Demonstrate understanding of the composition 6, 7 and 8 by pair wise and five wise patterns on 10s frames<br><br>Subitise to 5.<br><br>Designs with 2D shapes – problems and properties.<br><br>Sort 2D shapes according to properties.<br><br>Name some 3D shapes<br><br>Narrate the pattern of a week using the names of the days. | Interpret Google Earth street view of the route between school and the church .<br><br>Name features and navigate right and left turns online.<br><br>Identify similarities and differences between babies and four year olds.<br><br>Describe how people change in the first five years of life.<br><br>Identify similarities and differences between four year olds and adults. Describe how people grow up and change.<br><br>Sequence the life of a baby bird from hatching to maturity. | Make considered choices to create mixed media or relief design in clay.<br><br>Speak and act in role, demonstrating recall of the jobs of key members of the community.<br><br>Draw a single or a sequence of images from the imagination to illustrate a story.<br><br>Retell episodes from a known story with dialogue using small world figures or puppets Memorise short choreographed dance sequences to accompany songs in pairs or groups. |

What do we want children to **know** by the end of this block and what do we want children **to know how to do** by the end of this block?

|                  |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Summer<br>Term 1 | Prime Areas of Learning                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                  | Communication & Language                                                                                                                                                                                                                                                                                                                                                         | Personal, Social & Emotional Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Physical Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                  | <p>Tell familiar stories with dialogue using small world figures or puppets.or in role play with specific props.</p> <p>Memorise rhymes and incorporate body percussion or instrumental sounds as a simple performance.</p> <p>Recall and define specialist vocabulary for the half term Answer open ended or speculative questions.</p> <p>Process three step instructions.</p> | <p>Engage in more complex and extended turn taking games</p> <p>Read facial expressions and body language.and extending the vocabulary of emotions.</p> <p>Articulating reasons for success or failure in a challenge.</p> <p>Building strategies to make new friends.</p>                                                                                                                                                                                                                                                                                | <p>Use woodwork tools to cut and join safely and under supervision.</p> <p>Join with tape and glue.</p> <p>Control large scale gardening tools including watering cans.</p> <p>Use fine mark-making tools to create texture and pattern in clay.</p> <p>Control printing tools to create a desired effect.</p> <p>Play boom whackers with wrist and shoulder control. Dismantle objects and mechanisms using a range of hand actions.</p> <p>Control and steer a ball by hand. Aim, roll, track and collect a ball.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                  | Specific Areas of Learning                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                  | Literacy                                                                                                                                                                                                                                                                                                                                                                         | Maths                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Understanding the World                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Expressive Arts & Design                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                  | <p>Predict the development of the plot. Empathise with characters. Make links between texts.</p> <p>Access simple information books.</p> <p>Read Write Inc – Speed sounds set 2</p> <p>Write simple captions with more than one sentence using capital letters and full stops.</p>                                                                                               | <p>Count by rote to 50</p> <p>Demonstrate understanding of the composition of 9 and 10 by partitioning and recombining and pair wise and five wise patterns on 10s frames</p> <p>Recall and apply double 1 to double 5</p> <p>Recall subtraction facts within 5 and apply</p> <p>Recall evens and odds and apply</p> <p>Count by rote to 100, recognising decade numbers.</p> <p>Design 3D shapes on mirrors</p> <p>Make 3D models out of 3D shapes</p> <p>Narrate the pattern of a week using the names of days, weekend, today, tomorrow, yesterday</p> | <p>Describe changes to trees and woodland plants in spring. Know and demonstrate how to grow seeds and care for seedlings.</p> <p>Name locality features on the route to the post office. Draw and label geographical features on the route.</p> <p>Describe the roles of significant adults in the community.</p>                                                                                                                                                                                                      | <p>Make increasingly detailed observational drawings and paintings of natural found objects and living things</p> <p>Know how to join wood and reclaimed materials to make objects with a purpose.</p> <p>Print accurately with paint to achieve an effect and describe design choices.</p> <p>Select reclaimed materials to collage representationally or with a design idea and explain choices.</p> <p>Move rhythmically on the spot and travelling, using hands or feet to mark the beat.</p> <p>Echo simple short rhythmic phrases with untuned percussion. Discuss the pitch contrasts in tuned percussion</p> <p>Call and response songs</p> |

What do we want children to **know** by the end of this block and what do we want children **to know how to do** by the end of this block?

| Summer<br>Term 2 | Prime Areas of Learning                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|                  | Communication & Language                                                                                                                                                                                                                                                                                                                                 | Personal, Social & Emotional Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Physical Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                  | Generate original narratives using small world, figures or puppets or in role play with open ended props.<br><br>Process language which includes challenging adjectives, verbs and positional vocabulary in instructions.<br><br>Play games where they give instructions to each other.<br><br>Recall and define specialist vocabulary for the half term | Engage in games where different participants have different roles.<br><br>Build strategies to challenge undesirable behaviour towards others.                                                                                                                                                                                                                                                                                                                                                                      | Stack and align irregular and natural objects.<br><br>Use hand moulding and building techniques with malleable materials.<br><br>Control large scale gardening tools including watering cans.<br><br>Use fine pincer mark-making clay tools with precision.<br><br>Use a range of tools to dismantle mechanisms. Bounce a ball on the spot or on the move.<br><br>Name physical features of a beach environment using secondary sources.<br><br>Roll or throw a ball underarm at a target.<br><br>Kick a ball at a target or to a friend.                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                  | Specific Areas of Learning                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                  | Literacy                                                                                                                                                                                                                                                                                                                                                 | Maths                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Understanding the World                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Expressive Arts & Design                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                  | Name book characters and describe their qualities. Articulate dilemmas the characters face.<br><br>Use the structure of rhyming texts to participate in a recall sections of text.<br><br>Read Write Inc – Speed Sounds set 2 / 3<br><br>Write short compositions with more than one sentence, capital letters and full stops.                           | Count by rote to 100.<br><br>Make sets of 100, actual and transient.<br><br>Count in decade numbers.<br><br>Notice and articulate patterns on a 100 square.<br><br>Patterns on the 100 square.<br><br>Recall and apply doubles and halves within 10<br><br>Continue and create more complex linear patterns.<br><br>Continue and create circular and symmetrical designs with 2D and 3D shapes<br><br>Sort 3D shapes according to properties.<br><br>Measure mass and capacity using simple non–standard measures. | Describe changes to trees and woodland plants in summer.<br><br>Describe and recall the transition from caterpillars into butterflies.<br><br>Know and demonstrate how to nurture edible plants.<br><br>Identify similarities and differences between the animals and plants in the beach environment and in the woodland environment.<br><br>Compare physical features using aerial views. Describe differences and similarities between beaches around the world, using photographs<br><br>Describe natural and manmade beach detritus and know the dangers to wildlife from man made rubbish. | Create, describe and explain transient 2D or 3D designs or sculptures with natural materials out in the environment.<br><br>Make detailed and accurate observational drawings of natural found objects and living things, including matching colours<br><br>Shape and mould wet sand and clay with hand tools to create particular effects.<br><br>Generate simple oral and enacted narratives with role play props or small world.<br><br>Use dance gestures and movements to tell a story.<br><br>Body percussion and instrumental sound effects to tell a story. Simple sea shanties. |

# Early Learning Goals – for the end of the year – Holistic / best fit Judgement

| Communication and Language                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Personal, social, emotional development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Physical Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Literacy                                                                                                                                                                                                                                                                                                                                 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| <p><b>ELG: Listening, Attention and Understanding</b></p> <p>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</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> | <p><b>ELG: Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self</b></p> <p>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.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;.</p> <p>Show sensitivity to their own and to others' needs.</p> | <p><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> | <p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> | <p><b>ELG: Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; – Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>ELG: Numerical Patterns</b></p> <p>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.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> | <p><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>ELG: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | <p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; – Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> |