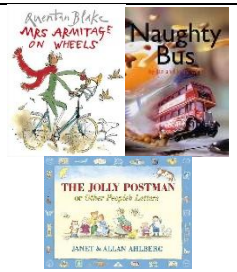
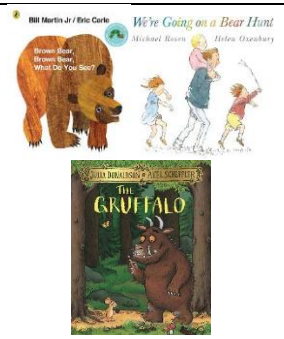
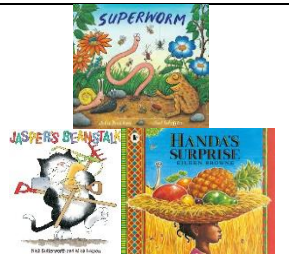


EYFS

Long Term Plan

Year A

EYFS	Autumn 1 **Mirror Mirror!**	Autumn 2 **Let's celebrate!**	Spring 1 **Ticket to ride!**	Spring 2 **A wonderful World!**	Summer 1 **Come outside!**	Summer 2 **Fun at the Seaside!**
Enquiry Question N/C Link Significant person/s *General themes NB: These themes may be adapted at various point to allow for children's interests to flow through provision.*	**Who do you think you are?** NC Link – History/Geography/Science Settling into school Past/present Starting school Emotions/feelings Being kind What am I good at? What are my hobbies? Who is in my family? People who help us/careers Where do I live? Harvest Fairy Tales Cornerstones – Me and my Community/Exploring Autumn	**How do we celebrate?** NC Link – Geography/Science/RE Different cultures/religions/ celebrations/countries Bonfire night, Guy Fawkes Remembrance day Diwali Hannukah Maps Nativity Christmas Hibernation Nocturnal animals Cornerstones – Sparkle and Shine	**How long will it take to get there?** NC Link – Geography and History/ Science/D.T Transport Local area/world Maps Google Earth How do I get there? Where in the world have you been? Vehicles past and Present. Design your own transport. Space Winter Cornerstones – Big Wide World/Marvelous Machines	**What makes our world wonderful?** NC Link – Geography/Science Life cycles Weather/climate Rainforests Deserts Animals around the world David Attenborough Habitats Minibeasts Safari Seasons - Spring Cornerstones – Animal Safari/Puddles and Rainbows/Signs of Spring	**How do I stay healthy?** NC Link – P.E/Science/D.T Growing – Healthy eating Plants/flowers Andy Goldsworthy On the farm Materials Traditional tales Weather/Seasons The great outdoors Cornerstones – Ready, Steady Grow/Sunshine and Flowers/Move It	**Are coastlines important?** NC Link: Science/Geography Under the sea Off on Holiday/clothes Send me a postcard! Marine life Fossils – Mary Anning Seaside Seaside's in the past Compare: Now and then! Seaside art Reduce, reuse and recycle. Cornerstones – On the beach/ Moving on/Splash

Trip/Hook	Nurse/firefighter/ dentist visit Birthdays Favourite song Halloween What do I want to be when I grow up? Video for parents. People who help us dress up day Family photos Local walks in our community World Explorer Day	Autumn walk Guy Fawkes/Bonfire Night Christmas Time/Nativity Black history month – Rossa Parks? Remembrance Day – local events Road safety Stories by the Fireside Children in need Anti-Bullying Week	Post a letter Food tasting – different cultures Map work – find the treasure Let's Fly – Role paly and green screen Story Telling Week LENT Eid D-Day Valentine's day Chinese New Year Internet Safety Day World Explorer Day	Zoo visit Random Act of Kindness week Animal Art Week Let's Go on safari – An animal day! Start of Ramadan Mother's Day Science Week Weather experiments Weather forecast Videos Nature scavenger hunt Easter time	Mucky monsters Walk to the park/picnic Planting seeds Vincent Van Gogh Study Father's Day World Explorer Day	Aquarium visit Under the sea – sing songs and sea shanties Beach visit Healthy eating week World environment day Anniversary of the NHS Pirate day Ice -Cream at the park
Possible texts Book Bug Books	 Here We Are (Belong Value) The Colour Monster Supertato The Smartest Giant Real Superhero's All about Families Dear Zoo Little Red Hen People who help us	 Hovis the Hedgehog Christmas Story/Nativity Rama and Sita Stick man How to Catch Santa Pumpkin Soup The Gingerbread Man Stickman Cookbook Brown Brown Bear What do you see? Whatever Next	 The Train Ride (N) Mrs Armitage on Wheels (R) Mr Grumpy's Outing (R) The Naughty Bus (**Babcock)** The Jolly Postman Bob, The Man on the Moon The Smeds and the Smoos Oi! Get off my train Beegu Three Little Pigs	 Dear Zoo (N) The Very Hungry Caterpillar (N) Brown Bear, Brown Bear, What Do You See? (N) Bear Hunt (N) Gruffalo (R) Lost and Found (Y1) Meerkat Mail (Y1) Goldilocks	 Jasper's Beanstalk (N) Farmer Duck (R) Six Dinner Sid (R) On The Way Home (R) Handa's Surprise (R) Jack and the Beanstalk The Tiny Seed Superworm Non-fiction plant and animal books Bears don't eat egg sandwiches	The Snail and The Whale The Rainbow fish Lighthouse Keeper's Lunch The hare and the tortoise World Atlases Tiddler Sharing a shell Message in a Bottle Michael Recycle The ugly vegetables Lighthouse Keepers Lunch The Big Book of Bugs

			National Geographic Dinosaurs Owl Babies How To Catch a Star	Augustus and his Smile Tiger Who Came for Tea (Y1) The Cave Tadpole to frog Goldilocks Lost and Found	Sam plants a sunflower	

C of ETL

Over-arching principles

Play

Characteristics of Effective Teaching & Learning

Playing and Exploring

Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active Learning

Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and Thinking Critically

Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Unique Child

Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships

Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments

Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development

Children develop and learn at different rates. We must be aware of children who need greater support than others.

Play

'Fostering Curiosity in Young Minds'

In Bearnes Early Years Foundation Unit, the children are encouraged to learn through play and exploration, through being active, creative and thinking critically. The staff aim for all children to be inspired by their experiences; motivated by stimulating environments and equipment; fully engaged in

	their learning and, ultimately, to be empowered to continue to explore and learn themselves, independently. This is managed through carefully planned lessons and activities and opportunities for adult-led and adult- directed sessions as well as ample opportunity for child-initiated learning.					
Bearnes School Values Assemblies, circle time, teaching, learning and school community **Assessment opportunities** **Parental Involvement**	**C**ourage **C**ommunity **C**uriosity Bearnes prides itself on being a nurturing community where children's voices are heard. Our staff, pupils and families are supportive of one another and are integral to our success. We celebrate successes of all sizes for all of our pupils individually - allowing them to shine. Our curriculum is, broad, varied, relevant and engaging. We ensure that we inspire our children to develop a love of school and learning. While the National Curriculum is at the core of our provision, we make learning experiences come alive, hooking the children's imaginations with a wide range of hands-on experiences and inspiring visits and visitors. We value each child as an individual through our nurturing approach. The children at Bearnes will; • Develop knowledge and skills through an exciting and creative curriculum which fosters a lasting enjoyment of learning allowing them to follow their aspirations. • Show respect and empathy towards others, enabling them to make positive relationships with a wide range of people • Appreciate the natural world as a source of wonder and inspiration, and play their part in maintaining and improving their environment. **Tapestry** **Formative assessment** **Active learn phonics** **Maths Master the curriculum** **Parents as partners**					
EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

	Mirror Mirror!	Let's celebrate!	Ticket to ride!	A wonderful World!	Come outside!	Fun at the Seaside!
Communication and Language	Communication and Language The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Reception	**Welcome to EYFS** Settling in activities Making friends Children talking about experiences that are familiar to them What are their passions / goals / dreams? **This is me!** Rhyming and alliteration Become familiar Print Sharing facts about me! Mood Monsters Shared stories All about me! Model talks as part of a range of routines through the day. For example, arriving in school: "Good morning, how are you?"	**Tell me a story!** Settling in activities Continue to develop vocab Discovering Passions Tell me a story - retelling stories. Build confidence sequencing known stories Build vocabulary from books Listening and responding to stories Following instructions Grow in confidence in taking part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.	**Tell me why!** Continue to develop language skill using the correct tense most of the time Ask's how and why questions… Discovering Passions Retell a story using learnt vocabulary Listen to and talk about stories to build familiarity and understanding. Story invention – talk it! Create stories from stories that they know Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Learn rhymes, poems and songs.	**Talk it through!** Settling in activities Describe events in detail – time connectives Continue discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story	**What happened?** Settling in activities Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives. Talk about what they see, hear, feel. Discuss growth and decay.	**Time to share!** Show and tell Weekend news Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons. How to keep our planet safe and healthy. How to look after ourselves.
EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

	Mirror Mirror!	Let's celebrate!	Ticket to ride!	A wonderful World!	Come outside!	Fun at the Seaside!
PSED Managing Self	Personal, Social and Emotional Development Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life					
Reception	Talk about New Beginnings See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines Supporting children to build relationships Dreams and Goals	Getting on and falling out. Develop skills to deal with anger Emotions – breathing techniques or other calming activities Develop Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios	Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after pets Looking After our Planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.	Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.	Taking part in sports day - Winning and loosing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.
Self - regulation	Show an understanding of their own feelings and those of others and begin to **regulate their behaviour accordingly**. Set and work towards simple goals, being able to wait for what they want and **control their immediate impulses when appropriate**. Give **focused attention to what the teacher says**, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ✓ **Controlling own feelings and behaviours** ✓ **Applying personalised strategies to return to a state of calm** ✓ **Being able to curb impulsive behaviours** ✓ **Being able to concentrate on a task** ✓ **Being able to ignore distractions** ✓ **Behaving in ways that are pro-social** ✓ **Planning** ✓ **Thinking before acting** ✓ **Delaying gratification** ✓ **Persisting in the face of difficulty.**			*"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done." Education Endowment Foundation.* *We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.*		

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Physical Development	Physical Development Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives7. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence					
Fine Motor Skills **Physical development Fine motor** **Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.** **Daily opportunities for Fine Motor Activities**	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Dough Disco	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego
Gross Motor Skills **PE x2 per week** **Daily DPA's**	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and

	Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. Write Dance	Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options Write Dance	wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics ./ Balance Write Dance	Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	listening, without feeling pressured to join in. Gymnastics ./ Balance Sports Day Racing and obstacle courses
	From Development Matters 20': Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. 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. 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, co-ordination and agility. 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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Literacy	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
Comprehension – developing a passion for stories and reading.	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling	Making up stories with themselves as the main character – Using Tales Toolkit strategy. Encourage children to record stories through picture drawing/mark making for LAs.	Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Timeline of how plants grow.	Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Parents reading stories	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions

	purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books	Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting	Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Role play area – book characters	Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.
Word Reading	**Phonic Sounds:** Phase 2 **Reading:** Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge	**Phonic Sounds:** Phase 2/3 **Reading:** Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. 'Phoneme Fingers'. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.	**Phonic Sounds:** Phase 3 **Reading:** Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.	**Phonic Sounds:** Phase 3 **Reading:** Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. Children should not be required to use other strategies to work out words	**Phonic Sounds:** Phase 3/4 **Reading:** Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.	**Phonic Sounds:** Phase 4 **Reading:** Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff
Writing **TFW used as stimulus across the year** **Texts may change due children's interests** **Only ask children to write sentences when**	**Texts as a Stimulus:** Nursery Rhymes Label characters Dear Zoo input (swishing our pens like the different animals) I wish… I think…	**Texts as a Stimulus:** The Little Red Hen (Journey story) Sequence the story Speech bubbles The Three Billy Goats Gruff (Defeat Monster)	CVC words / simple sentence writing using high frequency words The Sleepy Bumblebee (Cumulative) Labels and simple captions	**Texts as a Stimulus:** Dear Zoo(Cumulative) Report about the animals falling into the water The Gruffalo (Journey story) Retell the story in own words / reverse the journey Describe each animals	**Texts as a Stimulus:** Jack and the Bean stalk – retell parts of the story / repeated refrains / speech bubbles Hungry Caterpillar - (Cumulative) Describe foods / adjectives	**Texts as a Stimulus:** Big Blue Whale (Information Text) Write facts about whales Write a postcard / diary writing My Holiday – recount Story writing, writing sentences using a range of tricky words that are spelt correctly.

they have sufficient knowledge of letter-sound correspondences.	Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages – Create a Message centre!	Create a wanted poster to catch the troll Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for porridge. Help children identify the sound that is tricky to spell. Sequence the story Write a sentence	Mini beasts – Animal Fact File – Compare two animals Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board.	Write new version Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words	Healthy Food – My Menu / Bean Diary Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions – life cycles Recount – A trip to the park Character descriptions. Write 2 sentences	Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description – Rainbow Fish
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Mathematics	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
	Opportunities for settling in, introducing the areas of provision and getting to know the children. Key times of the day, class routines. Exploring the continuous provision inside and outside. Where things belong and positional language. **Match Sort and Compare.** Match objects Match pictures and objects Identify a set Sort objects to a type Explore Sorting techniques Create sorting rules Compare amouths		**Alive in 5!** **Number:** Introducing Zero Comparing Number to 5 Composition of 4&5 **Mass and capacity** Compare mass Find a balance Explore capacity Compare capacity **Growing 6, 7, 8**		**To 20 and Beyond** **Number:** Building Numbers beyond 10 Counting Patterns beyond 10 **Spatial Thinking:** Spatial Reasoning Match, rotate, manipulate **How many now?** Add more How many did I add? Take away How many did I take away?	

	Talk about Measure and patterns Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns **It's Me 1, 2, 3!** **Number**: Representing 1,2 & 3 Comparing 1, 2, 3 Composition of 1,2 & 3 **Circles and triangles** Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position **1, 2, 3, 4, 5** Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition 1-5 **Shapes with 4 sides** Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night		**Number:** 6,7 & 8 Combining 2 amounts Making Pairs **Length, height and time** Explore length Compare length Explore height Compare Height Table about time Order and sequence time **Building 9 & 10** **Number:** Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 **Exploring 3D shapes** Recognise and name 3D shapes Find 2-D shapes within 3D shapes Use 3D shapes for tasks 3D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment		**Manipulate, compose and decompose** Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2-D shape pictures Find 2-D shapes within 3-D Shapes **Sharing and grouping** Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles **Visualise, build and map** Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Exploring mapping Represent maps with models Create own maps from familiar places **Making Connections** Deepen understanding Patterns and relationships	
EYFS	Autumn 1 **Mirror Mirror!**	Autumn 2 **Let's celebrate!**	Spring 1 **Ticket to ride!**	Spring 2 **A wonderful World!**	Summer 1 **Come outside!**	Summer 2 **Fun at the Seaside!**

Understanding the world **RE / Festivals**	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Introduce children to different occupations and	Can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen. Share different cultures versions of famous fairy tales. To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. Stranger danger (based on Jack and the beanstalk). Talking about occupations	Listening to stories and placing events in chronological order. Look at vehicles now and past. - Describe some similarities and differences between things in the past and the present. Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Talk about the different occupations that familiar adults and members of their community have. Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next.	Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there. What can we do here to take care of animals in the jungle? Compare animals from a jungle to those on a farm Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo. Nocturnal Animals Making sense of different environments and habitats After close observation, draw pictures of the natural world, including animals and plants Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to	Observe and describe living things and their habitats within the local environment. Put familiar events in chronological order, using pictures and discussion. Begin to identify the origins of some foods With support, observe, record and talk about materials and living things Match animals to their young. Describe some similarities and differences between things in the past and the present. Describe some ways that plants or animals should be cared for in order for them to survive. Use Handa's Surprise to explore a different country.	Begin to collect simple geographical data during fieldwork activities. • Environments have different features. • A beach is a pebbly or sandy shore, especially by the sea. Describe how the weather, plants and animals of one place is different to another using simple geographical terms. • Animals live in different habitats. • The seashore is a habitat for many animals such as sea birds, crabs, fish and starfish. Name a variety of domestic and wild animals. • There are lots of different animals. Some animals including starfish, crabs and limpets live in rock pools.

	how they use transport to help them in their jobs. Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. Long ago – How time has changed. Using cameras. **Why is the word God so important to Christians?** Rosh Hashanah Yom Kippur Sukkot All Saints Day Halloween	and how to identify strangers that can help them when they are in need. **Why do Christians perform Nativity plays at Christmas? (Why is Christmas special for Christians?)** Bonfire Night Diwali Hannukah Christmas	Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. Describe what they would do if they saw something online that made them sad, scared or worried. Use age-appropriate software to create images and record sounds and videos. **Being special: where do we belong?** Epiphany Ash Wednesday / Shrove Tuesday St David's Day	discuss how we care for the natural world around us. Can children make comments on the weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Building a 'Bug Hotel' Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Look for children incorporating their understanding of the seasons and weather in their play. **Why do Christians put a cross on their Easter Garden?**	Make a shadow bigger or smaller using toys, play equipment and a light source. Use bee-bots on simple maps. Encourage the children to use navigational language. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? Take children to places of worship and places of local importance to the community. **Which places are special and why?** Eid Shavuot	Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil. Materials: Floating / Sinking – boat building Metallic / non-metallic objects Seasides long ago – Magic Grandad Describe ways to look after the immediate environment. Show care for living things and the environment. Recap recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Share non-fiction texts that offer an insight into contrasting environments. Compare and group objects and materials according to simple given criteria. Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of

				(Why is Easter special to Christians?) Holi Palm Sunday Passover Easter Start of Ramadan		vocabulary, such as, because, then and next. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play **Which stories are special and why?** Summer Solstice
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EAD	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
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 to produce a piece of art work each half term to be displayed for 'Celebration wall' for school / parents to***	Demonstrate awareness of what has been read to them by retelling stories in their play using props. Friendship Recipes: A friend is a person who you know, like and enjoy spending time with. Friends help us and make us feel happy. Select appropriate tools and media to draw with. Cut, tear, fold and stick a range of papers and fabrics.	Cut, tear, fold and stick a range of papers and fabrics. Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart. Create art in different ways on a theme, to express their ideas and feelings.	Collage owls / symmetrical butterflies Making lanterns, Chinese writing, puppet making, Chinese music and composition Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.	Rousseau's Tiger / animal prints / Designing homes for hibernating animals. Symmetrical butterflies Mother's Day crafts Easter crafts Home Corner role play Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.	Make different textures; make patterns using different colours Children will explore ways to protect the growing of plants by designing scarecrows. Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers Artwork themed around Eric Carle / The Seasons – Art	Sand pictures / Rainbow fish collages Lighthouse designs Paper plate jellyfish Puppet shows: Provide a wide range of props for play which encourage imagination. Salt dough fossils Water pictures, collage, shading by adding black or white, colour

show how drawings have developed - lots of links to Fine Motor Skills. Children to 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.	Remember and sing well known rhymes and songs in a small group. Explore, build and play with a range of resources and construction kits with wheels and axles. Construct simple structures and models using a range of materials. Self Portraits Use primary and other coloured paint and a range of methods of application. Use natural materials and loose parts to make 2-D and 3-D art. Charanga: Chant to the animals	Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. Provide brown play dough, small twigs and seeds. Display photographs of hedgehogs as inspiration. Construct a large weaving frame using garden netting on a fence. Provide a variety of autumn-themed fabric strips and natural resources for weaving and threading. Use writing to communicate thoughts, ideas, experiences and events. Provide a variety of coloured, glittery and shiny paper for the children to cut and snip with scissors and hole punches. Support children with cutting and snipping skills. Wrap wooden blocks in shiny paper or foil and add shiny resources to the construction area for building fun.	Identify products that use electricity to make them work. - make smoothies using a blender, popcorn using a microwave, toast using a toaster or waffles in a waffle maker. Seek support from adults to use digital devices to create a digital record of their creations. look for things that might make a good photograph. Provide card viewfinders to 'frame' a view that they like. Draw a road on a large roll of paper and provide felt tip pens and sound mats. Invite the children to draw and label vehicles on the road. You could even add a railway track and a river to which the children can add trains and boats. Explore, build and play with a range of resources and construction kits with wheels and axles. Create art in different ways on a theme, to express their ideas and feelings. Manipulate malleable materials into a variety of	Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Discuss similarities and differences in their own and others' work, linked to visual elements, such as colour, scale, subject matter, composition and type. Select appropriate tools and media to draw with. Communicate their ideas as they are creating artwork. Sing well-known songs and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody. Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences. Create art in different ways on a theme, to express their ideas and feelings. Listen to a variety of music and talk about how it makes them feel.	Provide a wide range of props for play which encourage imagination. Learn and sing songs and rhymes as part of a larger group - Learn to sing various farm-themed songs with the children, such as *Old MacDonald Had a Farm*, *The Farmer Gathers His Hay Today*, *Dingle Dangle Scarecrow*, *The Farmer's in His Den* and *Oats and Beans and Barley Grow*. Invite the children to say which is their favourite song and why. Use primary and other coloured paint and a range of methods of application. - When two colours mix together they make a new colour. – shades of colours Explore artwork by famous artists and talk about their likes and dislikes. Create art in different ways on a theme, to express their ideas and feelings. Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences.	mixing for beach huts, making passports. Colour mixing – underwater pictures. Father's Day Crafts Use digital devices to take digital images or recordings of their creations to share with others. Explore artwork by famous artists and talk about their likes and dislikes. Create art in different ways on a theme, to express their ideas and feelings. Select appropriate tools and media to draw with. Self Portraits Use primary and other coloured paint and a range of methods of application. - footprint trail Adapt and refine their work as they are constructing and making. Describe what, why and how something was made and compare with others.

		Role Play Party's and Celebrations Role Play of The Nativity Charanga: Creative Moves	shapes and forms using their hands and other simple tools. Display various nuts, coloured plastic-coated wire, bolts, screws and sheets of black paper. Show the children how to use the resources to create patterns and pictures. Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences. Charanga: Lilting Lullaby	Share their creations with others, explaining their intentions and the techniques and tools they used. Charanga: Number Time	- make sun hats and must think about the different features they would like on their hat. Represent different parts of the human body from observation, imagination or memory with attention to some detail. Charanga: Wellbeing Matters	Charanga: Rhythm Adventure

Early Learning goals by the end of the EYFS Reception year. A best-fit, holistic judgement of children's L&D.

Communication and Language	Personal, Social, Emotional Development	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
ELG: Listening, Attention and Understanding. 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.	**ELG: Self-Regulation** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding	**ELG: Gross Motor Skills** Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. **ELG: Fine Motor Skills** Hold a pencil effectively in preparation for fluent writing –	**ELG: Comprehension** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. **ELG: Word Reading**	**ELG: Number** Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities wit hout 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. **ELG: Numerical Patterns**	**ELG: Past and Present** 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.	**ELG: Creating with Materials** 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. **ELG: Being Imaginative and Expressive**

Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers **ELG: Speaking** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. **ELG: Managing Self** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. **ELG: Building Relationships** Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers;. Show sensitivity to their own and to others' needs.	using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. **ELG: Writing** Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	**ELG: People, Culture and Communities** 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. **ELG: The Natural World** 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.	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.