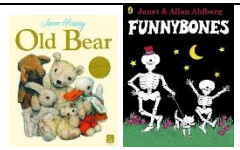
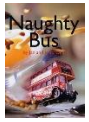
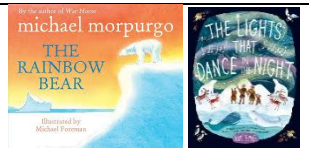
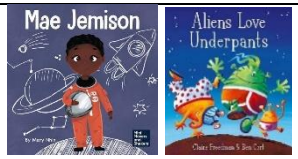
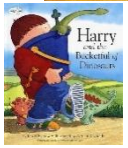
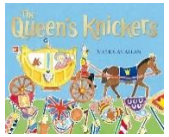


EYFS

Long Term Plan

Year B

,EYFS	Autumn 1 **Super Me!**	Autumn 2 **Toy story**	Spring 1 **Frozen Planet!**	Spring 2 **To infinity and beyond!**	Summer 1 **Roar-some Dinosaurs**	Summer 2 **Once upon a time!**
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 Emotions/feelings Being kind What am I good at? What do I enjoy? Families People who help us/careers Where do I live? Superheroes – real and fictional People who have changed the world Who do we want to be? What makes us super? Rosa Parks, Vivienne Westwood, Ada Lovelace Cornerstones – Me and my Community	**How have toys changed?** NC Link – Geography/Science/History Toys What do I like to play with? How are toys made? How do things work? Harvest Different Moving parts Changes within living/recent history cultures/religions/ celebrations/countries Halloween Nativity Christmas Hibernation Nocturnal animals Cornerstones – Long ago/Puppets and Pop up	**Why is the artic so cold and how do animals survive?** NC Link – Geography and History/ Science Local area/world Google Earth Antarctic and Arctic Habitats Animal adaptations Explorers Seasons World Oceans and seas Why are the north and south pole so cold? Animals that live in the artic Robert Scott Cornerstones – Winter Wonderland/Shadows and reflections	**Why is light important?** NC Link – Science/History Life cycles Space Planets Stars International space station Space men Aliens **Earth** Weather/climate Habitats Minibeasts Seasons Brian Cox Neil Armstrong Tim Peake Cornerstones – Starry Night/Signs of Spring	**Where did the dinosaurs go?** NC Link - History Geography/Science Dinosaurs Archaeologists Palynologists Jurassic coast Habitats Life cycles Animal adaptation Mary Anning Cornerstones – Dangerous Dinosaurs/Creep, Crawl and Wriggle	**Would you like to be royalty?** NC Link – History/Geography/Science Growing – Healthy eating Plants/flowers Andy Goldsworthy Materials Traditional tales Folk tales Fairies/goblins Weather/Seasons The great outdoors Castles Medieval period – battle of hastings? Modern royalty Elizabeth I Planting and growing Cornerstones – Once upon a time/ Moving on

Trip/Hook	Nurse/firefighter/ dentist visit Birthdays Favourite song Roald Dahl day Halloween What do I want to be when I grow up? Video for parents. Superheroes dress up day. Local walks in our community World Explorer day	Bring in a toy day Autumn walk Guy Fawkes/Bonfire Night Christmas Time/Nativity Diwali Hannukah Black history month – Rossa Parks? Remembrance Day Road safety Stories by the Fireside Children in need Anti-Bullying Week Toy Story (Film)	Arctic explorer/animal dress up Food tasting – different cultures Map work – find the treasure Story Telling Week LENT Eid D-Day Valentine's day Chinese New Year Internet Safety Day World Explorer day	Random Act of Kindness week Space Art Week Let's Go to space – An space day! Start of Ramadan Mother's Day Science Week Weather experiments Weather forecast Videos Space videos Nature scavenger hunt Easter time	Kents Cavern Dinosaur explorer day Andy's dinosaur adventures Planting seeds Reptile animal visit World Explorer day	Healthy eating week World environment day Anniversary of the NHS Ice -Cream at the park Fairy Tale day Visit a castle Walk to the park/picnic Planting seeds Vincent Van Gogh Study Trip to Berry Pomeroy Trip to somewhere medieval role play related Dress up as our favourite fairy tale character
Possible texts	  Here We Are (Belong Value) The Colour Monster Supertato The Smartest Giant Real superheroes A superhero like you How to save a superhero All about Families	  Old Bear Funny Bones No Bot the Robot Christmas Story/Nativity How to Catch Santa Stone Soup Mine Dogger Lost in the toy museum Traction man Naughty bus	 The rainbow bear A dot in the snow The lights that dance in the night The emperor's Egg Papa Penguin I definitely don't like winter No Bot the Robot Where to hide a star Dragon Post	 Toys in space The marvellous moon map Beegu Look inside: Space How to catch a star Neil Armstrong Mae Jeminson Snail in space Aliens love underpants A Cats guide to the night sku Martha Maps it out Roaring Rockets The runaway Pea	  Dinosaur that Pooped a... Usborne Dinosaurs Book Dear Dinosaur Zog There's a Dinosaur in your book That's not my Dinosaur Harry and Bucketful of Dinosaurs	 World Atlases Michael Recycle Jack and the Beanstalk The Tiny Seed Non-fiction plant and animal books George and the dragon The Knight who said No! The Paper bag princess Attacking a Norman castle DKfindout: Castles Look inside a castle The Kings pants Paddington at the palace The Queens Knickers

	All About Families Rattle and Rap We're going on a bear hunt	Major glad, major dizzy Three Little Pigs Wow said Owl The Jolly Christmas Postman			The Very Hungry Caterpillar Caterpillar to butterfly Jaspers bean stalk	Henry VIII Queen Victoria First facts bugs Errol's Garden On the beach
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	**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**

Assessment opportunities **Parental Involvement**						
EYFS	Autumn 1 **Super Me**	Autumn 2 **Toy Story**	Spring 1 **Frozen Planet**	Spring 2 **To infinity and beyond!**	Summer 1 **Once upon a time!**	Summer 2
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.					
	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!	**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	**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!	**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.

	Model talks as part of a range of routines through the day. For example, arriving in school: “Good morning, how are you?”	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.	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.			
EYFS	Autumn 1 **Super Me!**	Autumn 2 **Toy Story!**	Spring 1 **Frozen Planet**	Spring 2 **To infinity and beyond!**	Summer 1 **Once upon a time!**	Summer 2
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					
	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	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	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,	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.

		about a problem or an emotion and how they dealt with it.	explicit examples of how others might feel in particular scenarios	wait politely, tidy up after ourselves and so on.		
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.*		
EYFS	Autumn 1 **Super Me!**	Autumn 2 **Toy Story!**	Spring 1 **Frozen Planet!**	Spring 2 **To infinity and beyond!**	Summer 1 **Once upon a time!**	Summer 2 **Yoho! Away we go!**
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	Threading, cutting, weaving, playdough, Fine Motor activities.	Threading, cutting, weaving, playdough, Fine Motor activities.	Threading, cutting, weaving, playdough, Fine Motor activities.	Threading, cutting, weaving, playdough, Fine Motor activities.	Threading, cutting, weaving, playdough, Fine Motor activities.	Threading, cutting, weaving, playdough, Fine Motor activities.

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**	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	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.	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	Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	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	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 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	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities 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	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 wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics ./ Balance Write Dance	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and 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 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	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 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	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. 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 Bug Club. Make the books available for children to	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. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting	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 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	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 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.

	sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	known letter– sound correspondences. Enjoys an increasing range of books	share at school and at home. Avoid asking children to read books at home they cannot yet read			
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 they have sufficient**	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!	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	CVC words / simple sentence writing using high frequency words The Sleepy Bumblebee (Cumulative) Labels and simple captions Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC	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	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	Story writing, writing sentences using a range of tricky words that are spelt correctly. 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

knowledge of letter-sound correspondences.			words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board.			
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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 **Talk about Measure and patterns** Compare size Compare mass		**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** **Number:** 6,7 & 8 Combining 2 amounts Making Pairs		**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? **Manipulate, compose and decompose** Select shapes for a purpose Rotate shapes	

	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		**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 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 **Super Me!**	Autumn 2 **Toy Story!**	Spring 1 **Frozen Planet**	Spring 2 **To infinity and beyond**	Summer 1 Roar-some Dinosaurs	Summer 2 **Once upon a time!**

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/	Can talk about what they have done with their families during Christmas' in the past. Show photos of toys in the past. Talk to adults about how their lives were different. Use world maps to show children where some stories are based. Share different cultures versions of toys Share different cultures versions of Christmas 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.	Listening to stories and placing events in chronological order. What can we do here to take care of our frozen planet? 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 discuss how we care for the natural world around us. Compare animals from the artic to those on a farm. Explore a range of artic 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	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. 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. Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Encourage interactions with the outdoors to foster	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. Use bee-bots on simple maps. Encourage the children to use navigational language. Can children talk about their homes and what there is to do near their homes? Look out for children drawing/painting or constructing their homes. Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.	Encourage children to talk about what happened when they poured sand/water through wheels and down gutters and how they changed this. Materials: Floating / Sinking – boat building Metallic / non-metallic objects Encourage children to compare how objects fall, including with or without parachutes. Encourage children to explore and talk about how they changed how different balls bounced. Encourage children to make different aeroplanes and compare how far they fly by marking where they land. Encourage children to describe how sand or water

	objects within our learning environment. Introduce children to different occupations and 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. **RE: Why is the word God so important to Christians?** Rosh Hashanah Yom Kippur Sukkot All Saints Day Halloween	Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need. **RE: Why do Christians perform Nativity plays at Christmas? (Why is Christmas special for Christians?)** Bonfire Night Diwali Hannukah Christmas Remembrance Day	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. After close observation, draw pictures of the natural world, including animals and plants **RE: Being special: where do we belong?** Epiphany Ash Wednesday / Shrove Tuesday St David's Day	curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Introduce the children to NASA and America. Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. Encourage children to safely observe changes in the sky at different times of the day. Support children to link changes in the sky to other observations e.g. changes in temperature and brightness. Model asking questions about space and space travel. Encourage children to ask questions about space and space travel. Encourage children to use observations from books and video clips when	Model asking questions about light sources. Encourage children to compare the brightness of different light sources. Encourage children to talk about what they see in the dark den and how it changes when a light source is on or off. Encourage children to talk about what they see when they shine light onto or through different objects or materials. Encourage children to talk about how their reflection changes in different mirrors. Support children to notice that they see their reflection on shiny objects and encourage them to predict which objects they will see their reflection in. Encourage children to draw what they see in different mirrors. Encourage children to ask questions about light sources	moves down pipes or gutters, or marbles travel down a marble run, and how they changed this. Encourage children to notice and talk about the objects in the playground that are moved by the wind. Encourage children to explore and talk about what they observe when turning bottles filled with different liquids and a marble upside down. Encourage children to ask questions about forces, such as "What happens if I …" Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play Encourage children to choose from a range of materials, including natural materials, when making models and identify a key property that was required.

				painting their model planets. Encourage children to talk about how binoculars or a telescope make distant objects appear larger and closer. Encourage children to sort animals by when they are active. Support children to decide criteria for the 'best' rocket. Encourage children to talk about how they changed objects to make them float or sink. Encourage children to talk about how they changed how the cars rolled down ramps/gutters. Encourage children to talk about what happened when they poured sand/water through wheels and down gutters and how they changed this Use the BeeBots **RE: Why do Christians put a cross on their Easter**	Support children to identify different plants e.g. trees, bushes, flowers, vegetables, herbs. Ensure children are careful when observing minibeasts and return them to where they found them. Take children to places of worship and places of local importance to the community. **RE: Which Places are special and why?** Eid Shavuot	Encourage children to reuse materials and talk about what can be recycled to care for the natural world. Support children to list the properties the material has. Encourage children to test that their model is fit for purpose and that the materials are suitable. Encourage children to compare and describe how materials change over time and in different conditions Encourage children to name and describe animals that live in different habitats while reading books, watching videos, looking at pictures or playing matching games. Encourage children to ask questions about different animals and the habitats they live in. Encourage children to describe habitats. **RE: Which stories are special and why?**

				Garden? (Why is Easter special to Christians?) **What times are special and why?** Holi Palm Sunday Passover Easter Start of Ramadan		**What is special about our world?** 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'	Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment. Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.	Use different textures and materials to make houses for our teddies that will be hibernating for the winter Listen to music and make their own dances in response. Make our own moving toys Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.	Art of the arctic Make clay animals Collage owls / symmetrical butterflies Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks. Making lanterns, Chinese writing, puppet making, Chinese music and composition Shadow Puppets Teach children different techniques for joining	Space art Paper mâché plane Collage owls / symmetrical butterflies Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks. Mother's Day crafts Easter crafts Home Corner role play Chinese music and composition Shadow Puppets	Make different textures; make patterns using different colours Create their own castles Make fairy gardens Crowns Royalty clothing Life cycles, Flowers-Sun flowers Father's Day crafts Home Corner role play Artwork themed around Eric Carle / The Seasons – Art Provide a wide range of props for play which encourage imagination.	Puppet shows: Provide a wide range of props for play which encourage imagination. Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. Colour mixing – underwater pictures. Charanga – Rhythm Adventures

for school / parents to 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.	Julia Donaldson songs Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas. Superhero masks. Charanga - Chant to the animals	Role Play Party's and Celebrations Role Play of The Nativity Charanga – Creative Moves	materials, such as how to use adhesive tape and different sorts of glue. Charanga – Lilting Lullaby	Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Charanga – Number Time	Charanga – Wellbeing Matters	

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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-	**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 appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. **ELG: Managing Self**	**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 – 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.	**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** Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending.	**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** 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	**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: People, Culture and Communities** Describe their immediate environment using knowledge from observation, discussion,	**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** Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs,

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.	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.		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.	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.	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.	rhymes, poems and stories with others, and – when appropriate – try to move in time with music.