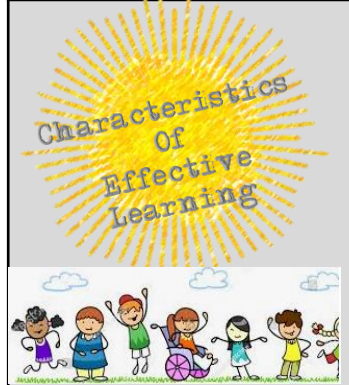


NURSERY AND PRE-SCHOOL LONG TERM PLAN FOUNDATIONAL KNOWLEDGE

Play, both indoors and outdoors, is rich and we aim to ignite curiosity, awe and wonder of the world to develop the whole child. We provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure, inclusion and a real love of learning for every child to feel success and happiness.

Our intent is to give each unique child a high-quality early education with high quality care. This is delivered within a safe and nurturing environment which makes a powerful contribution to children's wellbeing, development and learning.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPICS	GETTING TO KNOW YOU: ALL ABOUT ME AND MY FAMILY	WINTER WONDERLAND	TELL ME A STORY	OUR WORLD	WE LIKE TO MOVE IT, MOVE IT!	ALL THINGS BRIGHT AND BEAUTIFUL 



Characteristics of Effective 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.

The EYFS seeks to provide:

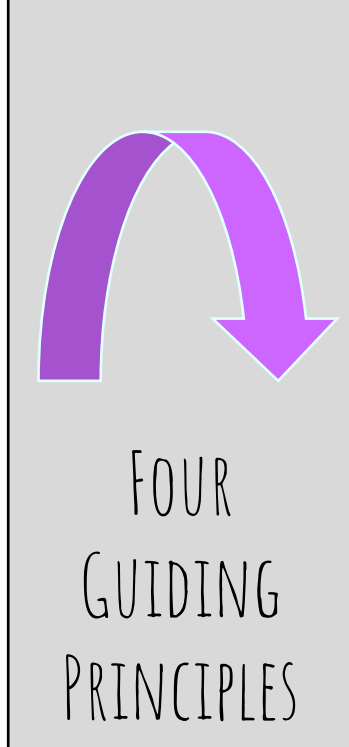
- Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind.
- A secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly.
- Partnership working between practitioners and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

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 learn to be strong and independent through positive relationships.

Enabling environments with teaching and support from adults: 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.



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPICS	GETTING TO KNOW YOU: ALL ABOUT ME AND MY FAMILY	WINTER WONDERLAND	TELL ME A STORY	OUR WORLD	WE LIKE TO MOVE IT, MOVE IT!	ALL THINGS BRIGHT AND BEAUTIFUL
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 .					
<u>Listening, attention and Understanding</u>	<ul style="list-style-type: none"> • Comes to the carpet and focusses attention on the adult during group time. • Begins to give attention to stories and rhymes in small groups. • Listens to adults in play and responds appropriately. • Follows simple instructions with action e.g. take your shoes off. • Learns new words rapidly, makes links to key project words. • Begin to pay attention to action songs and follows some actions. <p>Listen to simple stories and understand what is happening, with the help of the pictures</p>	<p>Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult.</p> <p>Use a wider range of vocabulary including key project words and is aware of meaning.</p> <p>Enjoys listening to longer stories and can remember much of what happens.</p> <ul style="list-style-type: none"> • Copies phrases and sentences heard by others e.g. in role play. • Listens to other children in play scenarios and responds appropriately. • Listens to a traditional tale and follows a story map. 	<p>Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Understand how to listen carefully and why listening is important.</p>			
<u>Speaking</u>	<ul style="list-style-type: none"> • Joins in with repeated refrains in stories and rhymes. • Uses short sentences during play. • Makes conversation with adults and other children during play. • New vocabulary introduced through project work / forest school sessions in the Millennium/ Lane of Pure Imagination. 	<ul style="list-style-type: none"> • Can say a sentence relating to a key word. • Listens to a sentence and repeats it back. • Uses some language related to stories. • Engages in role play linked to first-hand experiences. • Sings familiar songs and rhymes independently. <p>Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>	<p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>			

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPICS	GETTING TO KNOW YOU: ALL ABOUT ME AND MY FAMILY	WINTER WONDERLAND	TELL ME A STORY	OUR WORLD	WE LIKE TO MOVE IT, MOVE IT!	ALL THINGS BRIGHT AND BEAUTIFUL
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 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 .					
SELF REGULATION	<ul style="list-style-type: none"> Children learn how to become more outgoing with unfamiliar people. Interact through play and activities with adults and children. Children begin learn simple class rules Children start to think about others feelings. They learn about feeling happy and sad and how that might feel. 	<ul style="list-style-type: none"> Children can ask for help when there is a conflict Children start to think about others feelings. They learn about feeling angry and calm and how that might feel and what might make them angry Children start to learn some impulse control by practising calling for an adult when there is conflict. 	<ul style="list-style-type: none"> Children can play with more than one other child extending and elaborating play ideas Children can be assertive and say 'no thank you' – they understand they have autonomy and rights to say what behaviour they don't like 			
MANAGING SELF	<ul style="list-style-type: none"> Children learn class routines and can follow instructions like 'carpet time' Children start to use the toilet independently and can tell and adult when they've had an accident Children attempt to put on their own coats. 	<ul style="list-style-type: none"> Children can take themselves to the toilet and wash hands Children learn about the importance of brushing teeth They understand that exercise is healthy Children begin to understand what are healthy choices for eating and drinking Children experience visits from people who help us. 	<ul style="list-style-type: none"> Children can gather their own belongings at the end of the day. Children learn about road safety – that they must never go into a road without an adult and that they must wear a helmet on a bike or scooter. Children develop increasing independence. 			
BUILDING RELATIONSHIPS	<ul style="list-style-type: none"> Children can start to rely of adult support to regulate and feel safe. Children know which activities they enjoy and know how and when they can access them They begin to remember names of children and staff. 	<ul style="list-style-type: none"> Children know what helps them to regulate themselves Children have particular adults and children they like to spend time with and they seek them out to play or if they need help. Children begin to know which behaviour is appropriate at different times 	<ul style="list-style-type: none"> Children develop a sense of responsibility and membership within the school community Children remember the rules without an adult reminding them. Children can understand that they will be starting Reception Class and they know which children and adults will be in their class. 			
<p>Early Learning Goals: 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.</p> <p>* 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.</p>						

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPICS	GETTING TO KNOW YOU: ALL ABOUT ME AND MY FAMILY	WINTER WONDERLAND	TELL ME A STORY	OUR WORLD	WE LIKE TO MOVE IT, MOVE IT!	ALL THINGS BRIGHT AND BEAUTIFUL
PHYSICAL DEVELOPMENT	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory 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 .					
GROSS MOTOR SKILLS	<p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources.</p> <p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Start eating independently and learning how to use a knife and fork</p> <p>Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>Continue to develop core strength, stability, balance, spatial awareness, co-ordination and agility through field activities, PE lessons, bikeability and learning how to use equipment safely.</p>	
<p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> <p>DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES</p>	FINE MOTOR SKILLS	<p>Begin to develop hand strength and dexterity with activities like dough disco, making salt dough, completing simple puzzles</p> <p>Uses different mark making equipment to practise grip and control – indoors and outdoors</p>	<p>Learn to create lines and circles using different mark making equipment.</p>	<p>Develop manipulation and control. Explore different materials and tools</p>	<p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p>	<p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPICS	GETTING TO KNOW YOU: ALL ABOUT ME AND MY FAMILY	WINTER WONDERLAND	TELL ME A STORY	OUR WORLD	WE LIKE TO MOVE IT, MOVE IT!	ALL THINGS BRIGHT AND BEAUTIFUL
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	<p>Child can show some attention when an adult is reading a story. Children are learning that books are interesting and exciting</p> <p>Books are short and engaging linked to songs and props to engage children Children can talk about photos of themselves and topic related pictures They explore short rhyming books or stories</p>	<p>Children can recognise familiar books and recall something from the text or pictures.</p> <p>They can distinguish between picture and writing They listen to books with more engagement and are encouraged to answer questions though share thinking. Children learn some key new vocab from the book They explore traditional tales - Goldilocks</p>	<p>Children start to guess what the story will be about from the front cover.</p> <p>They know you can find out things from a nonfiction book</p> <p>Learns to question new vocabulary by adult modelling stopping story when new vocabulary appears.</p> <p>Learns some new vocabulary linked to visit from e.g. A fire engine They explore non-fiction</p>	<p>Children begin to guess what will happen next in a story</p> <p>They can tell you who the main character is and some main events from a story</p>	<p>Children can retell a story as a class using a story map.</p> <p>They can begin to role play a story in the home corner or with puppets and toys. They might use phrases from the story in their play Children can name their favourite book and give a reason</p>	<p>Listens to a range of poems and joins in with familiar poems</p> <p>They explore poems</p>
WORD READING	<p>Pre-reading / book handling skills when reading 1:1 with an adult</p> <p>Opportunities to look at different kinds of books and texts</p> <p>They see objects used to represent different things in play – for example boxes used to represent a house.</p>	<p>They can name different book parts and can hold a book the right way.</p> <p>Understands that the adult is reading the print on the page</p> <p>They see print and pictures used on labels around the environment</p>	<p>They know that text has different purposes – for example they can choose between a story and a fiction book because they know that they are different, or they begin to pretend to write letters or notes.</p> <p>They practise following codes from left to right – for example visual time tables or patterns in maths</p>	<p>They can indicate where an adult will start reading and which direction they will go in.</p> <p>They begin to spot know graphemes in the environment and they know what words they say.</p> <p>They can match a label to an object with some visual clues</p>	<p>Recognise words with the same initial sound, such as money and mother</p>	<p>They begin to spot know graphemes in the environment and they know what words they say.</p> <p>They can match a label to an object with some visual clues</p>
WRITING	<p>Daily fine motor skills activity – puzzles, dough, sorting objects</p> <p>Big mark marking with chalks or large paper on the floor</p>	<p>Drawing patterns and lines (fine and gross motor)</p> <p>Dough Disco</p> <p>Indoor and outdoor Mark making using a variety of media</p>	<p>Daily drawing book / doodle book (uses tripod grip) draws simple faces / people</p> <p>Mark making using a variety of media to form letters</p>	<p>Daily drawing book / doodle book – animals</p> <p>Starts to form some recognisable letters</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.</p>	<p>Write some letters accurately.</p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPICS	GETTING TO KNOW YOU: ALL ABOUT ME AND MY FAMILY	WINTER WONDERLAND	TELL ME A STORY	OUR WORLD	WE LIKE TO MOVE IT, MOVE IT!	ALL THINGS BRIGHT AND BEAUTIFUL
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 .					
NUMBER	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>	<p>Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5.</p> <p>Explore number 5 – Verbally counts up to 5 objects. Attempts to use 1:1 correspondence Knows that the last number reached is the total Recognises a group of 5 Recognises numeral 5</p>	<p>Verbally counts to 10 and starts to try and write some numerals</p>			
NUMERICAL PATTERNS	<p>Recognise and talk about the properties of circles. Look for them in the environment. Explore drawing circles</p> <p>Talk about and explore 2D shapes using mathematic language. Recognise and talk about the properties of Triangles and squares</p>	<p>Explore 2D shapes using mathematical language Selects shapes for building and explore combining shapes Recognise and talk about the properties of rectangles. Explore drawing rectangles.</p> <p>Begin to use position words to describe routes and locations</p>	<p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf. Sorts objects according to size / shape</p> <p>comparisons – height of 2 objects Understands and uses language full / empty</p> <p>Describe a familiar route using positional language Describe a sequence of events using words such as 'first', 'then'</p>			

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPICS	GETTING TO KNOW YOU: ALL ABOUT ME AND MY FAMILY	WINTER WONDERLAND	TELL ME A STORY	OUR WORLD	WE LIKE TO MOVE IT, MOVE IT!	ALL THINGS BRIGHT AND BEAUTIFUL
UNDERSTANDING THE WORLD	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.					
PAST AND PRESENT	How have I changed? Who is in my family? What was it like when my grandparent was a child? What technology was used when my grandparent was a child?	To know about family celebrations.	To learn about our own family history Begin to make sense of their own life-story and family's history. To talk about events from their recent past yesterday, last week etc.	Watch seeds growing into plants and talk about how the plant is changing over time. Talk about Winter / Spring weather and what they can see outside. Recall how the weather has changed.	To use words and phrases like 'old, 'new' to when discussing items that relate to me, such as toys.	Look back at photos from the beginning of the year and talk about what happened in the past.
PEOPLE, CULTURE AND COMMUNITIES	To know about family structures and be able to talk about who is part of their family To name members of their family. Make connections between the features of their family and other families.	Know how people in different countries in the world celebrate special events through photographs and our own experiences. Talk about their own family and recognise that all families are different and special Celebrate Christmas	Celebrate Chinese New Year. Learn about China and find on a map. Recognise that China is a different country. Show interest in different occupations. To show an awareness of the emergency services and how they can help us	To know that adults do a variety of jobs and that they are not all the same. To know who helps us to keep healthy and safe –doctors, nurses, dentists, police officers, firefighters. To know about different jobs and meet different people at our school career fair.	Reflect on celebrations from earlier in the year. Notice how different families celebrate differently. Bring in photos of birthday or celebrations to talk about.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Know that when they go on holiday or on journeys, they visit different places.
THE NATURAL WORLD	To know the names of different body parts and learn about senses. Explore and talk about different natural items in the EYFS garden and inside environment. Talk about the seasons. Spring, Summer, Autumn, Winter	Explore how toys and equipment work. Talk about what we see in the EYFS garden, using a growing vocabulary To observe the changing seasons. To describe their immediate environment To know that there are different countries in the world Use all their senses in handson exploration of natural materials. Explore collections of materials with similar and/or different properties.	Play with small world models such as farm, garage, train track, town, zoo, beach Explore how small world layouts look from above and from the side. Observe, talk about and experience the daily weather. Hot, cold, sun, rain, snow. Careers week in school-diverse jobs	To know the difference between farm animals and wild animals. Plant seeds and observe how they grow Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Begin to understand the concept of WORLD and know there are lots of places in the world-Goosnargh and Longridge is where we live.	Explore floating and sinking and experiment in the water tray Notice the seasons change again and look for signs of summer. Notice the weather daily and observe how it is different from the day before. Continue growing in our EYFS garden. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.	Use all their senses to explore and respond to different materials Begin to understand the need to respect and care for the natural environment and all living things. Recognise and talk about the different stages of the life cycle of a plant. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	GETTING TO KNOW YOU: ALL ABOUT ME AND MY FAMILY	WINTER WONDERLAND	TELL ME A STORY	OUR WORLD	WE LIKE TO MOVE IT, MOVE IT!	ALL THINGS BRIGHT AND BEAUTIFUL
EXPRESSIVE ARTS AND DESIGN CREATING WITH MATERIALS	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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	<p>To learn to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Explores painting with different textures - brushes, fingers, printing</p> <p>Create closed shapes with continuous lines (circles) and begin to use these shapes to represent objects.</p>	<p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas</p> <p>Drawing simple portraits - representing a face with a circle and including details like hair/ eye/ skin colour.</p> <p>Recognising patterns and represent patterns in drawing and painting and printing (stripes/ spots)</p>	<p>Drawing portraits showing different emotions – happiness, sadness, fear etc.</p> <p>Explores natural resources to print and paint.</p>	<p>Use clay to make animals.</p> <p>Learn how to manipulate clay and use clay tools.</p>	<p>To learn how to use tape and resources to attach object together.</p> <p>Learn how to junk model to create houses and vehicles.</p>	<p>Outdoor art – printing and painting.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details</p> <p>Play instruments with control</p>
BEING IMAGINATIVE AND EXPRESSIVE	<p>MUSIC</p> <p>Bring the Noise Theme Listen carefully; Distinguish sounds; Compare Sounds; Evaluate sounds</p> <p>Take part in simple pretend play, using familiar objects to role play a familiar situation (for example putting a doll in a cot)</p>	<p>MUSIC</p> <p>Gathered Round the Christmas Tree Joins in with songs and rhymes Taps out simple rhythms using drums / hands</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p>	<p>MUSIC</p> <p>Dream On Focused listening skills; Understanding lengths and qualities of sounds; Identifying the origins of sounds; Representing sound visually through images</p> <p>. Re-tell a story using role play - Imaginative role play taking on different roles linked to project e.g. Goldilocks or Going on a Bear Hunt</p>	<p>MUSIC</p> <p>Put your hands in the air! Listen and respond to music; Feel and move in rhythm Remember and sing entire songs.</p> <p>Explores volume and tempo using instruments</p> <p>Uses available resources to create props for role play. using an object to represent something else even though they are not similar</p>	<p>MUSIC</p> <p>I Am a Robot Listen and respond; Moving in time; Creativity and imagination</p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p>	<p>MUSIC</p> <p>Summertime Listening carefully; Pulse; Pitch; Playing as an ensemble</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas. Performs simple songs to an audience.</p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPICS	GETTING TO KNOW YOU: ALL ABOUT ME AND MY FAMILY	WINTER WONDERLAND	TELL ME A STORY	OUR WORLD	WE LIKE TO MOVE IT, MOVE IT!	ALL THINGS BRIGHT AND BEAUTIFUL
BRITISH VALUES ASSEMBLIES / SHARING CIRCLES	<p>Mutual Respect</p> <ul style="list-style-type: none"> - We are all unique. - We respect differences between different people and their beliefs in our community, in this country and all around the world. - All cultures are learned, respected, and celebrated. -To know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences 	<p>Mutual Tolerance</p> <ul style="list-style-type: none"> - Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. - Mutual tolerance of those with different faiths and beliefs and for those without faith. 	<p>Rule of Law</p> <ul style="list-style-type: none"> - We all know that we have rules at school that we must follow. - We know who to talk to if we do not feel safe. - We know right from wrong. - We recognise that we are accountable for our actions. - We must work together as a team when it is necessary. -Ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong. -Collaborate with children to create the rules and the codes of behaviour e.g. to agree the rules about tidying up 	<p>Individual Liberty</p> <ul style="list-style-type: none"> - We all have the right to have our own views. - We are all respected as individuals. - We feel safe to have a go at new activities. - We understand and celebrate the fact that everyone is different. 	<p>Democracy</p> <ul style="list-style-type: none"> -Demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands/book vote. -Provide activities that involve turn-taking, sharing and collaboration -Children will be given opportunities to develop enquiring minds in an atmosphere where questions are valued. - We all have the right to be listened to. - We respect everyone and we value their different ideas and opinions. - We have the opportunity to play with who we want to play with. - We listen with intrigue and value and respect the opinions of others. 	<p>Recap all British Values</p> <ul style="list-style-type: none"> - Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. - Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
ASSESSMENT OPPORTUNITIES	<ul style="list-style-type: none"> • EYFS team meetings and local cluster moderations and LCC training • Development matters tracking 	<ul style="list-style-type: none"> • Phonics assessment • End of term assessments • Pupil progress meetings • Parents evening info • EYFS team meetings • Cluster meetings 	<ul style="list-style-type: none"> • Phonics assessment • EYFS team meetings • Cluster meetings • EYFS network meetings 	<ul style="list-style-type: none"> • Phonics assessment • End of term assessments • Pupil progress meetings • Parents evening info • EYFS team meetings 	<ul style="list-style-type: none"> • Phonics assessment • Pupil progress meetings • EYFS team meetings • Cluster meetings 	<ul style="list-style-type: none"> • Phonics assessment • Pupil progress meetings • End of year data • EYFS team meetings
PARENTAL INVOLVEMENT	<ul style="list-style-type: none"> • Welcome Meeting • Harvest Assembly • Reception Blog Seesaw • Phonics Workshop • Welcome Mass 	<ul style="list-style-type: none"> • Carols around the tree • Parents Evening • Reception Blog • Seesaw • Mass 	<ul style="list-style-type: none"> • Seesaw • Mass 	<ul style="list-style-type: none"> • Parents Evening 	<ul style="list-style-type: none"> • Stay and play • Seesaw 	<ul style="list-style-type: none"> • Parents Evening • Mass

EARLY LEARNING GOALS – FOR THE END OF THE EYFS - HOLISTIC / BEST FIT JUDGEMENT!

COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
<p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions - Make comments about what they have heard and ask questions to clarify their understanding - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers <p>ELG: Speaking</p> <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher 	<p>ELG: Self-Regulation</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions <p>ELG: Managing Self</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge - Explain the reasons for rules, know right from wrong and try to behave accordingly - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices <p>ELG: Building Relationships</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs 	<p>ELG: Gross Motor Skills</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others - Demonstrate strength, balance and coordination when playing - Move energetically, such as running, jumping, skipping and climbing <p>ELG: Fine Motor Skills</p> <ul style="list-style-type: none"> - 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 	<p>ELG: Comprehension</p> <ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary - Anticipate – where appropriate – key events in stories - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play <p>ELG: Word Reading</p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs - Read words consistent with their phonic knowledge by sound-blending - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words <p>ELG: Writing</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed - Spell words by identifying sounds in them and representing the sounds with a letter or letters - Write simple phrases and sentences that can be read by others. 	<p>ELG: Number</p> <ul style="list-style-type: none"> - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts <p>ELG: Numerical Patterns</p> <ul style="list-style-type: none"> - Verbally count beyond 20, recognising the pattern of the counting system - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally 	<p>ELG: Past and Present</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class - Understand the past through settings, characters and events encountered in books read in class and storytelling <p>ELG: People, Culture and Communities</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps <p>ELG: The Natural World</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter 	<p>ELG: Creating with Materials</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories <p>ELG: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> - 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