

EYFS

CURRICULUM LONG TERM PLAN



In play, a child is always above his average age, above his daily behavior; in play, it is as though he were a head taller than himself.

Lev Vygotsky



Woodstock CE Primary School Nursery & Reception Long Term Plan



Our Intent

Below is our long-term plan, it outlines our curriculum, our plan of what the children will experience. Our intent is to give every child a broad and balanced curriculum based on their needs, interests, and experiences, as well as to provide children with new, exciting experiences and learning opportunities.

We follow the Early Years Statutory Framework, provided by the Department for Education (DFE). The framework sets out the requirement for learning and development within the EYFS and focuses on prime and specific areas. Our long-term plan outlines what the children will experience in these areas.

Our goal is to build upon the children's creative and critical thinking skills to provide them with the knowledge and skills for later life. We aim to build an environment where children feel safe, valued, and cared for and want to learn and thrive.

Independence

Language

Love Learning

Experiences

Creativity

Partnerships

Implementation

We adopt an educational approach that aims to bring together the best methodologies with a balance of child-initiated and adult-led learning, with continuous provision and activities we continually develop to create an enabling environment that meets the needs of our children.

Each day we carefully think about and decide the best way to teach and present learning and activities to the children to enable them to make progress.

Our communication friendly classroom, the resources in the enabling environment, enhancements to the provision, group work, individual activities, challenges, invitations to play and interactions during play are all designed to support the children's development.

Observation & assessments

Adult-led & Child initiated activities

Stories, Rhymes & Songs

Continuous Provision & Revisiting

Life skills Such as independence, collaboration, innovation, creativity, enquiry problem solving, self-awareness, empathy, resilience & coping with emotions.

Impact

We review teaching and assess learning to ensure we are making a difference. The children in Nursery and Reception make good progress from their starting point.

Impact is shown through observations, through daily assessment of how a child is getting on and what they have understood as well as assessment of how they are progressing in a summative way.

From our observations and assessments, we consider the children's interests and progress to discuss and plan next steps.

The children leave us as confident and positive learners, who are excited by new challenges and show resilience and enthusiasm in all they do, ready to move with confidence into KS1 and their lifelong learning journey.

Deeper Learning

Progress

Resilience & Independence

Meeting Outcomes

Positive Relationships

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
OUR PLANNING	<p>In Nursery we have three very broad overarching topics to help us plan for the children. Throughout the year Nursery planning is inspired by the seasons, festivals, nature, and books as outlined below. The aim is to inspire children's curiosity and engage them in learning through play. The indoor and outdoor environments are equally as important, and we always try to encourage children to become inspired and learn in both.</p> <p>Where children join Nursery in January or April, we consider the different starting point and adapt teaching, activities, and expectations for these children, looking back to the Autumn term expectations where relevant. We continue to ensure that all those starting in Nursery learn the routines and feel safe and secure in their setting. We encourage independence in selecting and carrying out activities and enjoying the challenge of learning to do things for themselves. There is a constant focus on developing relationships and reflecting on our experiences to help develop communication and language. Vocabulary, language acquisition and communication are the heart of all our learning.</p>					
TOPIC	THIS IS ME!	I LIVE HERE!		THE GREAT OUTDOORS!		
OVERVIEW	<p>During the topic 'This is Me!' we focus on themes that help us get to know the children, and for them to learn to talk freely about their home and community and gain a sense of personal identity. We look at names, age, birthdays, family & pets, our day, our faces and bodies, our feelings, our friends, and our celebrations. In the Nursery the children's learning needs and interests will help determine which themes we cover and for how long. We acknowledge 'special days' and 'special people,' as celebrated events from a variety of faiths and cultures occur throughout the term. In the second term we start learning about the Christmas story.</p>	<p>The Nursery topic for the Spring is I Live Here! We focus on our own homes, safety at home, different types of homes, materials homes are made from and building houses. Our emphasis depends on the children's interests and enjoyment of activities. The children are encouraged to share their ideas, perhaps about their likes and dislikes linked to homes. We will also enjoy fairy tales that feature homes such as The Three Little Pigs and Goldilocks.</p> <p>We continue to acknowledge 'special days' and 'special people,' as celebrated events from a variety of faiths and cultures occur throughout the term.</p>		<p>This term we focus on 'The Great Outdoors.' There is an emphasis on finding out about the world around us and on caring for plants and creatures, observing the environment, and giving opinions. We share wonderful books and stories linked to our topic such as Jack & the Beanstalk, Jasper's Beanstalk, Oliver's Vegetables, Oliver's Fruit Salad, and The Hungry Caterpillar to name just a few!</p> <p>There is also a focus on growth and the change that comes with it, for people as well as plants. Over the summer we will start to think about how we have grown and developed, and for those starting school begin to work towards transition.</p>		

SEASONS AND NATURE	Autumn Observing weather Looking after the nursery plants Deadheading flowers Observing autumn vegetables i.e., pumpkins Animal focus - woodland animals	Autumn/Winter Observing weather Autumn walks Watering and harvesting vegetables Planting bulbs Observing conkers, acorns, and leaves Animal focus -pets	Winter Observing weather Winter walks Observing bulbs flowering Clearing dead plants Animal focus – farm animals and animal babies	Spring Observing weather Spring walks Observing bulbs flowering Planting seeds for summer vegetables Animal focus – Animals that live in hot/cold places	Spring/Summer Observing weather Spring walks Observing flowers and vegetables growing Animal focus - life cycles/minibeasts (Insect Lore butterfly garden)	Summer Observing weather Observing flowers Weeding the garden Park Animal focus - under the sea
SEASONS, FESTIVALS AND EVENTS	Harvest Festival	Nursery Rhyme Week Halloween Guy Fawkes/ Bonfire night Children in Need Remembrance Day Diwali/Hannukah Christmas/ Nativity	Chinese New Year Valentine’s Day Shrove Tuesday Lent Mother’s Day Passover Easter	World Book Day	World Environment Day	Health week Father’s Day World Oceans Day
LANGUAGE & COMMUNICATION	Learn key vocabulary, Attention and listening 1:1 and in Groups, Understand simple questions Use simple language (signs) to express feelings	Build up vocabulary Join in with rhythm and rhyme, repeating refrains. Following instructions. Speak in simple sentences. Understand and ask simple questions Wellcomm screening	Learn and use key vocabulary, Anticipate key events. Understand and use prepositions Follow and retell simple stories and events. Hold conversations Wellcomm support as needed	Understand humour. Learn, use and extend key vocabulary, Connect ideas Use simple word endings and tenses when retelling events Wellcomm support and check	Understand and ask how and why questions Speak in more complex sentences using a wider range of vocabulary Wellcomm support as needed	Consolidate previous learning Use key vocabulary spontaneously and in independent play Question why things happen Wellcomm support and check

<p>LITERACY (See Also English progression for EYFS document)</p>	<p>Main focus Phonics General sound discrimination - Environmental sounds</p> <p>Reading Start to recognise name. Enjoying being read stories, rhymes, songs, poems and joins in with words or phrases.</p> <p>Talk about books they are read in simple terms.</p> <p>Enjoy looking at books independently, turning the pages correctly and pointing out pictures that interest them.</p> <p>Writing Become aware that writing has meaning</p> <p>Use drawings and mark making in play</p>	<p>Main focus Phonics General sound discrimination Instrumental sounds Body Percussion</p> <p>Reading Develop an awareness of rhyme and alliteration, join in with alliteration, rhyming and rhythmic activities.</p> <p>Listen to and join with repeated refrains in stories and poems.</p> <p>Writing Attempt to copy their own name on their independent work. Focus on pencil grip.</p> <p>Encourage mark making in play with purpose</p>	<p>Main focus Phonics Rhythm and rhyme Rhyming Books Songs</p> <p>Reading Anticipate key events and phrases in rhymes and stories.</p> <p>Develop awareness of the way different stories are structured.</p> <p>Recall stories and retell them in sequence with support.</p> <p>Describe main story settings, events, and principal characters.</p> <p>Writing Talk about the marks and letters they write, ascribing meaning</p> <p>Encourage attempts at name (at least initial sound) on work</p>	<p>Main focus Phonics Alliteration I spy names Sounds around the room</p> <p>Reading Recognise familiar words and signs such as own name, other's name and labels.</p> <p>Develop a love of poetry and recite poems together.</p> <p>Act out part of stories showing awareness of emotions of characters.</p> <p>Writing Develop an awareness of individual letter sounds.</p> <p>Start to learn the characters on the frieze.</p>	<p>Main focus Phonics Voice Sounds Mouth movements Oral segmenting & blending Linking letters to sounds Read, Write, Inc set 1</p> <p>Reading Develop a deeper understanding of events by talking about stories and suggest how a story might end.</p> <p>Writing Learn to write the letters they are learning the sounds for. Attempt this in independent work.</p>	<p>Main focus Phonics Linking letters to sounds sets 1 Blending and Segmenting skills</p> <p>Reading Understand information can be relayed in the form of print.</p> <p>Relate their own experiences and emotions to stories.</p> <p>Writing Start to segment words to break them into sounds and attempt to write cv, vc and cvc words.</p>
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TOPIC	THIS IS ME!	I LIVE HERE!	THE GREAT OUTDOORS!
CORE TEXTS Story Books	Hug Where's Spot? Hairy McClary Dear Zoo	Come on Daisy! You Choose We're Going on a Bear Hunt Brown Bear, Brown Bear	Jasper's Beanstalk The Very Hungry Caterpillar Each, Peach, Pear, Plum The Train Ride
Page Turners	So Much! Stick Man	Giraffes Can't Dance Cat in the Hat	Down by the Station Mister Magnolia
Poetry	Puffin Treasury Oxford Treasury of Nursery Rhymes Dinosaur Roar	Puffin Treasury Oxford Treasury of Nursery Rhymes Shark in the Park	Puffin Treasury Oxford Treasury of Nursery Rhymes
Nursery Rhymes Nursery Rhymes cont.	Jack & Jill Baa Baa Black Sheep Here We Go Around the Mulberry Bush Three Little Kittens	Old Mother Hubbard Baby Bunting Bo Peep Crooked Man	Mary Had a Little Lamb One Two Buckle My Shoe Incy Wincey Hickory Dickory
Fairy & Traditional Stories	The Tiger Child: A Folk Tale from India The Twelve Days of Christmas	Goldilocks & the Three Bears Three Little Pigs	Cinderella Tom Thumb
Classical Tales	Very Simple Aesop's Tales: The Mouse & The Lion	Very Simple Aesop's Tales: The Thirsty Crow	Very Simple Aesop's Tales: The Hare & the Tortoise
Bible & Religious Stories	My First Bible Stories Collection choice -Jonah & The Big Fish The Christmas Story (Lion storyteller) I once was a Monkey (Stories Buddha told)	My First Bible Stories Collection choice -David & Goliath The Easter Story (Lion storyteller)	My First Bible Stories Collection choice -Joseph's Colourful Coat Noah's Ark (Lion storyteller)

<p>MATHS</p>	<p>Getting to know you Build relationships Ensure children have good levels of well-being and involvement to be ready to learn.</p> <p>Colours and Matching Exploring colours Matching the same colours -Naming colours Finding a matching pair Exploring items that are the same and different</p> <p>Sorting Sort objects by colour Sort objects by shape Sort objects by size identifying sorting rules Explaining what they notice</p>	<p>Number 1 Identifying numeral 1, Subitising 1, Counting 1 Developing: 1-1 correspondence, counting skill and technique</p> <p>Number 2 Identifying numeral 2, Subitising 2 Counting 1,2 Developing: 1-1 correspondence, counting skill and technique</p> <p>Pattern Exploring and extending AB colour patterns, Copying and creating AB movement patterns, Fixing patterns</p> <p>Consolidation Consolidating numbers 1 and 2. Counting to 1 and 2. Subitising, Patterns, Sorting rules & colours</p>	<p>Number 3 Identifying the numeral 3 Subitising 3 Counting 123 Developing 1-1 correspondence Developing counting skill and technique</p> <p>Number 4 Identifying the numeral 4 Subitising 4 Counting 1234 Developing 1-1 correspondence Developing counting skill and technique</p> <p>Number 5 Identifying the numeral 5 Subitising 5 Counting 12345 Developing 1-1 correspondence Developing counting skill and technique</p>	<p>Consolidation Recap Week 1 – 6</p> <p>Number 6 Identifying the numeral 6 Subitising 6 Counting 123456 Developing 1-1 correspondence Developing counting skill and technique</p> <p>Length and Height Introduction to length and height Introduction to measurement related vocabulary</p> <p>Mass Introduction to length and height Introduction to measurement related vocabulary</p> <p>Capacity Introduction to length and height Introduction to measurement related vocabulary</p> <p>Consolidation Number 6, length, weight, capacity</p>	<p>Sequencing Learning the days of the week Learning the routine Sequencing the day and activities</p> <p>Positional Language Learning to use positional language correctly. Understanding positional language</p> <p>More than, fewer Adding one more Taking one away Ordering numerals to 5 Estimating</p> <p>2D Shape-Exploring 2D shapes Naming 2D shapes Using shapes to build pictures</p> <p>3D shape Exploring 3D shapes Naming 3D shapes</p> <p>Consolidation and More or less- Comparing more and less Counting amounts Ordering numerals to 5</p>	<p>Number composition Building and splitting numbers in different ways</p> <p>What comes after Children developing an in-depth understanding of which number comes next 1-5.</p> <p>What comes before Children developing an in-depth understanding of which number comes before 0-5.</p> <p>Numbers to 5 Consolidating and securing the understanding of the numbers 1-5.</p> <p>Consolidation Consolidating prior knowledge</p> <p>On the move Getting ready for Reception</p>
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<p>PSED</p> <p>We are working on.....</p>	<p>Separating from carers and enjoying being at Nursery</p> <p>Learning routines</p> <p>Beginning to understand behavioural expectations i.e. kind hands, etc.</p> <p>Selecting and enjoying activities</p> <p>Looking after our Nursery, tidying up and using resources carefully</p> <p>Starting to talk about and name feelings and start to recognise facial expressions</p> <p>Going to the toilet, washing hands, using hygiene heroes</p>	<p>Talk about feelings connected to celebrating and sharing different traditions, and changes</p> <p>Knowing routines and expectations</p> <p>Sharing resources</p> <p>Achieving a goal that is suggested to, or we think of</p> <p>Beginning to take some responsibility and feel like a member of the nursery group.</p> <p>Showing more confidence in new social situations (e.g., nativity play)</p>	<p>Developing play, using imagination, and extending play</p> <p>Building relationships</p> <p>Building confidence, in play with one or more other children</p> <p>Trying our best and persevering to achieve things</p> <p>Remembering rules without needing an adult to remind us</p> <p>Being increasingly independent in meeting our own care needs</p>	<p>Joining in with play and taking risks</p> <p>Reflecting on and being proud of achievements</p> <p>Beginning to understand behavioural consequences.</p> <p>Talk about feelings using words like 'happy', 'sad', 'angry' or 'worried'</p>	<p>Developing appropriate ways of being assertive</p> <p>Problem-solving</p> <p>Talking with friends and trying to negotiate</p> <p>Starting to think about and understand other people's feelings.</p> <p>Making healthy choices about food, drink, activity and toothbrushing</p>	<p>Talking about what we are feeling and trying to understand and talk about other's feelings</p> <p>Negotiating to find solutions to conflicts</p> <p>Becoming more outgoing with unfamiliar people, in the safe context of our setting</p> <p>Feeling confident about change and new challenges</p> <p>Becoming more resilient and starting to recognise mistakes are good for learning</p>
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UNDERSTANDING THE WORLD						
<p>All year Share traditions, stories and food from festivals and celebrations.</p> <p>Observe and explore seasonal changes, share books relating to the seasons. Curiosity tray linked to seasons display to inspire curiosity and talk.</p> <p>Celebrate diversity and ensure books from different cultures and ethnicities are read with the children.</p> <p>Through continuous provision: -</p> <p>Explore and talk about different forces they can feel e.g., boats, magnets</p> <p>Talk about the differences between materials and changes they notice e.g. winter ice, cooking</p>	<p>Explore and become familiar with nursery, resources, and opportunities for play in the Nursery</p> <p>Learn about making friends and how to be a good friend</p> <p>Share baby photos, family photos/ talk about their family. Link with text 'Once there was Giants'</p> <p>Observe and talk about the natural world through harvesting plants, look at different kinds of vegetables at Harvest time Understand where different types of foods come from</p> <p>Know there are different countries, and that people speak different languages (link to European Day of Languages)</p>	<p>Explore and discuss changes children see in Autumn. Autumn Walk and display. Take photos</p> <p>Recognise some animals gather food before winter discuss why</p> <p>Recognise types of pets. Link with work on family and core Texts Hairy McClary and Dear Zoo</p> <p>Role play ideas - vets or toy and gift shop</p> <p>Decorate candles and introduce 'Let your light shine' linked to celebrations such as Diwali and Christmas</p> <p>Find out about fireworks (safety)</p> <p>Take part in the Christmas concert</p>	<p>Explore and discuss changes children see in Winter</p> <p>Remember and talk about their experiences during the holidays</p> <p>Through core texts and topic books, understand differences between where people live and</p> <p>Focus on baby animals, particularly farm animals</p> <p>Role play based on core texts and building</p> <p>Explore foods to celebrate festivals including Easter</p> <p>Use texts and various building materials to build related vocabulary</p>	<p>Explore and discuss changes children see in Spring</p> <p>Through core texts learn about and show an interest in different cultures and ways of life</p> <p>Learn about and extend vocabulary related to and different jobs people do. Role play could link to jobs children are interested in e.g. hairdressers</p> <p>Observe changes in the Nursery Garden including bulbs flowering</p> <p>Focus on animals that live in different environments e.g., Africa, Antarctica</p> <p>Know computers can be used to retrieve information e.g. Google Earth</p>	<p>Explore and observe changes in Summer</p> <p>Observations of animals, nests, frogspawn etc.</p> <p>Focus on insects Insect Lore butterfly garden to observe caterpillars turn to butterflies</p> <p>Plant and grow vegetables</p> <p>Develop an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Simple programmable toys</p> <p>Curiosity tray and display to focus on life cycles and growth</p>	<p>Explore and observe the changes when outside</p> <p>Sports Week learn about different sports around the world (including Olympic Games when appropriate)</p> <p>Make a summer fruit salad</p> <p>Learn about creatures under the sea and explore through water play</p> <p>Develop understanding of technology including binoculars and microscopes</p> <p>Curiosity tray insects, then sports, and holidays</p>

<p>PHYSICAL DEVELOPMENT</p> <p>Ongoing</p> <p>Support children to use cutlery when eating lunch</p> <p>Build independence with personal care</p>	<p>Putting on own wellies and shoes</p> <p>Running, jumping, and climbing</p> <p>Kicking large ball</p> <p>Holding writing equipment</p> <p>Draw lines and circles using gross motor skills</p>	<p>Running, jumping, sliding, slithering, crawling</p> <p>Putting on own coat</p> <p>Catch a large ball</p> <p>Holding writing equipment with a comfortable grip</p> <p>Model safety and correct way of using and carrying scissors, cutting paper</p>	<p>Running around obstacles</p> <p>Standing on one leg</p> <p>Comfortable and efficient use of pencils and scissors</p> <p>Develop their riding (scooters, trikes, and bikes)</p> <p>Begin to use and remember sequences and patterns of movements which are related to music and rhythm</p>	<p>Moving in different ways, hopping, jumping, slithering</p> <p>Copy some letters</p> <p>Cutting with scissors for a purpose</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>Skipping and hopping</p> <p>Observe effect of activity on bodies</p> <p>Forming some recognisable letters</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p>	<p>Different games and races</p> <p>Help to dress and undresses – dressing up</p> <p>Forming more recognisable letters</p>
<p>EXPRESSIVE ART AND DESIGN</p> <p>Ongoing</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p>	<p>Take part in pretend play</p> <p>Small world play – use blocks, construction</p> <p>Movement time</p> <p>Joining in with singing familiar songs</p>	<p>Begin to develop simple stories using small world equipment</p> <p>Sing topic linked songs</p> <p>Learn to tap out rhythms (link to patterns)</p>	<p>Begin to develop more complex stories using small world equipment like animal sets, dolls, and dolls houses, etc.</p> <p>Sing a wider range of songs, recalling many by heart</p> <p>Follow the melody</p>	<p>Make imaginative and complex small worlds such as a town</p> <p>Abstract Art and primary colours</p> <p>Use various construction materials and loose parts to</p>	<p>Develop ideas and decide what materials to use to express them</p> <p>Explore colour mixing</p> <p>Make music with others</p>	<p>Make up actions for songs</p> <p>Explore the artwork of a range of famous artists linked to topic</p> <p>Start to create artwork with more accurate representation</p>

<p>EXPRESSIVE ART AND DESIGN cont.</p> <p>Ongoing Play instruments with increasing control and begin to try to express their feelings and ideas.</p>	<p>Learn how to draw a simple face</p> <p>Use chalk, paint, and collage</p> <p>Explore instruments</p> <p>Explore various malleable materials</p>	<p>Learn to draw basic shapes</p> <p>Use drawing to represent ideas like movement and noises</p> <p>Explore a variety of materials</p> <p>Listen with increasing attention to sounds</p> <p>Recite a song, start to match pitch, and follow melody</p> <p>Take part in Christmas concert</p>	<p>Use lines to enclose a space and use shapes to represent objects</p> <p>Use various construction materials</p> <p>Respond to what is heard expressing thoughts and feelings</p> <p>Move body to beat of music</p>	<p>create something planned</p> <p>Introduce colour mixing</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Join different materials and explore different textures – link to work on materials</p>	<p>Start to make up own songs or use known ones to improvise</p>	
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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>In Reception we have six broad overarching topics to help us plan for the children. Throughout the year Reception planning is inspired by the seasons, festivals, nature, and books as outlined below. The aim is to inspire children’s curiosity and engage them in learning through play. The indoor and outdoor environments are equally as important, and we always try to encourage children to become inspired and learn in both. Vocabulary, language acquisition and communication are the heart of all our learning.</p>						
TOPIC	Our Community	Follow The Star	Once Upon a Rhyme	Splish, Splash, Splish	Down At the Bottom of The Garden	Wheels, Wings and Other Things
OVERVIEW	<p>The children learn about people who live and work in their local community. People from the community will visit to talk about their job, show the children their uniforms and answer questions that the children may have. Visitors include a doctor, a vet, the vicar and the headteacher. We get to know our school community by taking a walk round the school and finding our way around as well as meeting the different people who help us at school.</p>	<p>This topic explores light and dark through art and science. The children learn about light sources and safety. The children investigate different materials to see how well they show up in the dark. We also consider fire safety and visit the fire station, linking with Bonfire Night. We enjoy stories about night and day. Later in the term we learn about the star in the Nativity story as we explore the story of Jesus’ birth and perform a nativity play.</p>	<p>We explore rhyme, poetry, nursery rhymes and stories. The children learn several traditional nursery rhymes. We also explore traditional tales, comparing openings, characters and storylines. The children learn to retell stories, adapt traditional tales and record their own stories using maps and recording devices. We also explore what tradition means and discuss family traditions such as birthdays, religious celebrations, and other special days.</p>	<p>Water and its uses are explored. We experiment with ice and water and look at the changing states. We look at rainbows and learn to colour mix to create the colours of the rainbow. We explore floating and sinking and different materials. We discuss countries and communities who have too much or too little water and how this affects their lives. We look at the need for water and the link with health including keeping clean. Artwork uses inks, bubbles, and watercolours.</p>	<p>The children learn about all the plants and creatures that can live in our gardens; where they live, what they eat and how they grow. The children build bug hotels, ant farms and go on minibeast hunts. We launch with a gardening day where children plant beans, visit the nature trail and do some digging in the garden. The children grow a variety of flowers and vegetables observing them closely as they grow to gain an understanding of what they need to thrive.</p>	<p>We look at different modes of transport and read stories about different vehicles. We embark on a ‘Talk for Writing’ project linked to a familiar story. We make our own story maps and try writing our own versions of the story, changing some of the details. To inspire us we visit Long Hanborough Bus Museum. We also explore forces and movement by sending vehicles down ramps and measuring how far they travel. We create art with track prints and still life drawings.</p>

<p>SEASONS AND NATURE</p> <p>Forest school activities introduced</p>	<p>Autumn</p> <p>Observing weather Looking after the plants in the EYFS garden Deadheading flowers Observing and drawing autumn vegetables i.e. pumpkins Animal focus – pets going to the vets Link with ‘Creation’ in RE</p>	<p>Autumn/Winter</p> <p>Observing weather Autumn walks Watering and harvesting vegetables Maths focus - Observing, sorting and counting conkers, acorns and leaves Making a forest school tree decoration using twigs Animal focus – hibernation</p>	<p>Winter</p> <p>Observing weather The Night sky Winter walks. Observing early bulbs flowering Clearing dead plants Animal focus – Nocturnal animals</p>	<p>Spring</p> <p>Observing weather Spring walks to spot signs of Spring Observing bulbs flowering Planting seeds for summer vegetables Animal focus – Aquatic animals</p>	<p>Spring/Summer</p> <p>Observing weather Spring walks Planting herbs and bedding plants Discussing what plants need to grow Labelling parts of a plant Growing vegetables (beans) Animal focus - life cycles of a frog Bird feeders Minibeast investigations David Attenborough link</p>	<p>Summer</p> <p>Observing weather Observing flowers Weeding the garden and tidying for the summer break Caring for our world – RE link Animal focus – prehistoric creatures, dinosaurs</p>
<p>SEASONS, FESTIVALS AND EVENTS</p>	<p>Harvest Festival</p>	<p>Nursery Rhyme Week Bonfire Night Remembrance Sunday Diwali /Hanukkah Nativity/Christmas Pantomime visit</p>	<p>Chinese New Year Shrove Tuesday/Lent Holi Possible visit to story museum</p>	<p>Infant baptism World Book Day Mothering Sunday Easter Possible visit to the church</p>	<p>World Environment Day Possible visit to Cogges, or Butterfly House</p>	<p>Health week World Oceans Day Possible visit to Bus Museum</p>

Core Texts	Autumn Our Community/Follow the Star	Spring Once Upon a Rhyme/ Splish, Splash, Splosh	Summer Down at the Bottom of the Garden Wheels, wings and other things
Story Books	Handa's Surprise The Gruffalo Rain Goodnight Moon Owl Babies Whatever Next Beegu, Snow The Marvellous Moon Map	Farmer Duck, Rosie's Walk, Shhh! Mr Gumpy's Outing A child of books Franklin's flying bookshop On the Way Home Six Dinner Sid The way home for wolf, The last wolf Grandma Bird	What the Ladybird Heard Jasper's Beanstalk Grandad's Secret Giant Mrs Armitage on Wheels Mr Gumpy's Motor Car 100 Decker bus, Naughty Bus The Journey Home Traction Man, Supertato
Page Turners	There's a bear on my chair One Snowy Night	The Pea and the Princess The Lighthouse Keeper's Lunch	The Lion Inside I want my potty
Poetry	A Treasury of Songs My Many Coloured Days	A Treasury of Songs Sharing a Shell	A Treasury of Songs This Little Puffin
Nursery Rhymes	Little Miss Muffet Ring a ring of roses I'm a little teapot Star light, star bright Wind the bobbin up	Pop goes the weasel London Bridge is falling down The farmer's in his dell Row, row, row your boat	As I was going to St Ives Oranges and Lemons The grand old Duke of York Mary had a little lamb
Fairy & Traditional Stories	Chicken Licken The 12 Days of Christmas Cinderella Goldilocks and the three bears	The Ugly Duckling, The Gingerbread Man Tom Thumb, The Three Billy Goats Gruff The Three Little Pigs, The Elves and the Shoemaker, Little Red Riding Hood	The Tiger Child: A folktale from India Anansai the Spider Clever Anansai and Boastful Bullfrog Jack and the Beanstalk
Classical Tales	Aesop's Tales The Mouse and the Lion	Aesop's Tales: The Thirsty Crow	Aesop's Tales: The Hare and the Tortoise
Bible & Religious Stories	In the beginning... (creation story) Noah's Ark The Christmas Story	My First Bible Stories Collection: The Good Samaritan The Lost Sheep The Easter Story	My First Stories Collection: David and Goliath
PSED	The Darkest Dark, Huge bag of worries The Colour Monster, The Colour Monster Goes to School, Ruby's Worries The Worryosaurus The Three Little Aliens and the big bad robot	My name is not Refugee The Rainbow Fish Only One You	A Mouse called Julian On Sudden Hill Tango Makes 3 Have you filled your bucket today?

<p>LANGUAGE & COMMUNICATION</p>	<p>LA & U and S: Share holiday scrapbooks, with a particular focus on retelling using the past tense, in longer sentences.</p> <p>Be the speaker and the audience</p> <p>Introduce signs to show we are listening, and ways to be a good speaker</p> <p>Work on 2-part instructions</p> <p>Sing a wide range of songs relating to the topic</p> <p>All children screened with WellComm assessment</p>	<p>LA & U and S: Share experiences of Bonfire Night in some detail and ideas about Light and Dark and Christmas</p> <p>Use new vocabulary, some taken from non-fiction texts, including themes such as nocturnal animals and space</p> <p>Use question words to help find out more about these themes</p> <p>The children learn and rehearse songs and script from Nativity play, lasting approx. 30 minutes, with a live audience</p> <p>Continue to widen vocabulary with Talk Through Stories, as part of the RWI phonics scheme.</p> <p>WellComm interventions</p>	<p>LA & U and S: Develop the children's listening skills further so they can understand how to listen carefully and know why listening is important</p> <p>Through circle time and during activities ensure children are able to listen to others and respond to what people are saying appropriately</p> <p>Continue to widen vocabulary with Talk Through Stories, as part of the RWI phonics scheme</p> <p>WellComm interventions</p>	<p>LA & U and S: Small world and role play activities support the children to retell stories once they have developed a deep familiarity with the texts being used, including Mr Gumpy's Outing</p> <p>Continue to widen vocabulary with Talk Through Stories, as part of the RWI phonics scheme</p> <p>WellComm interventions</p>	<p>LA & U and S: Ask children to offer explanations about why things happen, centred around nature and habitats</p> <p>Help them ask questions to clarify their understanding</p> <p>As they speak conversationally with their peers and adults, help them with listening and offering their own information and viewpoint</p> <p>Continue to widen vocabulary with Talk Through Stories, as part of the RWI phonics scheme</p> <p>WellComm interventions</p>	<p>LA & U and S: Encourage children to share their knowledge and understanding of different types of transport through discussions, circle times and in continuous provision</p> <p>Encourage speaking in longer sentences which include conjunctions</p> <p>Children will help plan a trip to the bus museum, hypothesise about what they might find there, and then share their experiences when they return</p> <p>Continue to widen vocabulary with Talk Through Stories, as part of the RWI phonics scheme</p> <p>WellComm interventions</p>
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<p>LITERACY</p>	<p>Comprehension: Ensure children understand 5 key concepts of print</p> <p>Start to read and understand books with set 1 sounds</p> <p>Listen to daily stories to support understanding of key events</p> <p>Word Reading: General sound discrimination Environmental sounds and initial sounds Use the 'Read, Write, Inc' scheme to read single letter Set 1 sounds (first 16)</p> <p>Explore stories with a people that help us theme</p> <p>Share information books about topic, books from home, share stories, read stories, sing songs and rhymes.</p> <p>Writing: Learn to write the letters they are learning the sounds for. Attempt this in independent work</p>	<p>Comprehension: Rereading set 1 sound books to build up confidence, fluency, understanding and enjoyment</p> <p>Gain confidence in retelling known stories</p> <p>Word Reading: Use the 'Read, Write, Inc' scheme to develop children's phonic knowledge Read all Set 1 single letter sounds</p> <p>Blend sounds into words orally</p> <p>Explore stories with a similar theme—Light/ stars/animals</p> <p>Share information books about topic, books from home, share stories, read stories, sing songs and rhymes.</p> <p>Writing: Start to segment words to break them into sounds and attempt to write cv, vc and cvc words</p>	<p>Comprehension: Rereading books to build up confidence, fluency, understanding and enjoyment</p> <p>Use key words and story openers in role play situations, namely the Elves and the Shoemaker's workshop</p> <p>Word Reading: Use the 'Read, Write, Inc' scheme to develop children's phonic knowledge</p> <p>Blend sounds to read words Read short Ditty stories</p> <p>Writing: Start to segment words independently and write down these words including the initial, middle and final sound</p> <p>Match most set 1 sounds correctly and form lowercase letters accurately</p>	<p>Comprehension: Rereading books to build up confidence, fluency and their understanding and enjoyment</p> <p>Engage in role play supporting the topic, using key phrases regarding washing and clothes</p> <p>Word Reading: Use the 'Read, Write, Inc' scheme to develop children's phonic knowledge</p> <p>Read Red Storybooks</p> <p>Read Set 1 Special Friends</p> <p>Writing: Create simple phrases and captions that are phonetically plausible</p>	<p>Comprehension: Rereading stories and narratives to show their understanding of the texts</p> <p>Non-fiction texts will inform language choices around minibests</p> <p>Word Reading: Use the 'Read, Write, Inc' scheme to develop children's phonic knowledge</p> <p>Read Green Storybooks</p> <p>Read 4 double consonants</p> <p>Writing: Reread what they write and check it makes sense</p> <p>Sometimes start a sentence with a capital letter</p>	<p>Comprehension: Anticipate key events in stories which follow a similar structure to known tales</p> <p>Word Reading: Use the 'Read, Write, Inc' scheme to develop children's phonic knowledge</p> <p>Read Green Storybooks</p> <p>Read first 6 Set 2 sounds</p> <p>Writing: Write simple sentences that can be read by others</p> <p>Letters are formed correctly</p>
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MATHS	Getting to know you	It's me 1, 2, 3	Alive in 5	Length, Height and Time	To 20 and beyond	Sharing and grouping
	<ul style="list-style-type: none"> -Build trusting relationships. -Ensure children have good levels of well-being and involvement to be ready to learn. <p>Match, Sort and Compare</p> <ul style="list-style-type: none"> -Matching objects -Match pictures and objects -Identify a set -Sort objects to a type -Exploring sorting techniques -Create sorting rules -Compare amounts <p>Talk about Measures and Patterns</p> <ul style="list-style-type: none"> -Compare size -Compare mass -Compare capacity -Explore simple patterns -Copy and continue simple patterns -Create simple patterns 	<ul style="list-style-type: none"> -Find 1, 2 and 3 -Subitise 1, 2 and 3 -Represent 1, 2 and 3 -1 more -1 less -Composition of 1, 2 and 3 <p>Circles and Triangles</p> <ul style="list-style-type: none"> -Identify and name circles and triangles -Compare circles and triangles -Shapes in the environment -Describe position <p>1, 2, 3, 4, 5</p> <ul style="list-style-type: none"> -Find 4 and 5 -Subitise 4 and 5 -Represent 4 and 5 -1 more -1 less -Composition of 4 and 5 -Composition of 1 - 5 <p>Shapes with 4 sides</p> <ul style="list-style-type: none"> -Identify and name shapes with 4 sides. -Combine shapes with 4 sides -Shapes in the environment -My day and night 	<ul style="list-style-type: none"> -Introduce zero -Find 0 to 5 -Subitise 0 to 5 -Represent 0 to 5 <p>Mass and Capacity</p> <ul style="list-style-type: none"> -Compare mass -Find a balance -Explore capacity -Compare capacity <p>Growing 6, 7, 8</p> <ul style="list-style-type: none"> -Find 6,7,8 -Represent 6,7,8 -1 more -1 less -Composition of 6, 7, 8 	<ul style="list-style-type: none"> -Explore Length -Compare Length -Explore Height -Compare Height <p>Building 9 and 10</p> <ul style="list-style-type: none"> -Find 9 and 10 -Compare numbers to 10 -Represent 9 and 10 - Conceptual subitising to 10 <p>Explore 3D shape</p> <ul style="list-style-type: none"> -Recognise and name 3D shapes -Find 2D Shapes within 3D shapes -Use 3D Shapes for tasks -3D Shapes in the environment 	<ul style="list-style-type: none"> -Build Numbers beyond 10 (10 – 13) -Continue patterns beyond 10 (10 -13) -Build numbers beyond 10 (14 – 20) <p>How Many Now?</p> <ul style="list-style-type: none"> -Add more -How many did I add? -Take away -How many did I take away? <p>Manipulate, compose and decompose</p> <ul style="list-style-type: none"> - Select shapes for a purpose - Rotate shapes - Manipulate shapes - Explain shape arrangements - Compose shapes - Decompose shapes - Copy 2-D shape pictures - Find 2-D shapes within 3-D shapes (2 lessons) - Checkpoints 	<ul style="list-style-type: none"> - Explore sharing - Sharing (2 lessons) - Explore grouping Step 4: Grouping - Even and odd sharing (2 lessons) - Play with and build doubles (2 lessons) -Checkpoints <p>Visualise, build and map</p> <ul style="list-style-type: none"> - 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 Step 4: Give instructions to build <p>Make connections</p> <ul style="list-style-type: none"> - Deepen understanding - Patterns and relationships - Consolidation

<p>PSED</p>	<p>Self-regulation, managing self and building relationships: Explore feelings, learn to recognise, and name them</p> <p>Begin to understand how others might be feeling</p> <p>Share holiday scrapbook to begin to see themselves as a valuable individual</p>	<p>Self-regulation, managing self and building relationships: Learn about building relationships and showing respect to others (circle time)</p> <p>Anti-bullying week, odd socks day</p> <p>Learn about Bonfire night and how to stay safe</p> <p>Performance (nativity)</p>	<p>Self-regulation, managing self and building relationships: Circle time activities -focus on dreams and goals, never giving up, goal setting and overcoming obstacles</p> <p>Setting goals for the new year and learning to persist in the face of a challenge</p>	<p>Self-regulation, managing self and building relationships: Allocate new roles and responsibilities (Book bag monitors, snack helper etc.)</p> <p>Encouraging understanding of the concept of uniqueness and celebrating difference 'Only One You' and other stories</p>	<p>Self-regulation, managing self and building relationships: Focusing on the theme of relationships in more detail, thinking about how they can control their own feelings</p> <p>Exploring how families come in different shapes and sizes</p> <p>How to be a good friend</p>	<p>Self-regulation, managing self and building relationships: Talking about change and preparing for KS1</p> <p>Discussing healthy food choices and a healthy lifestyle linked to Health & Sports Week</p>
<p>UNDERSTANDING THE WORLD All year Share traditions, stories and food from festivals and celebrations.</p> <p>Observe and explore seasonal changes, share books relating to the seasons. Curiosity tray linked to seasons display to inspire curiosity and talk.</p>	<p>Past and Present: Talking about our families, people in our school and the wider community</p> <p>The Natural World: Exploring Autumn and Harvest</p>	<p>Past and Present: Discussing the history of space travel and the significant person Neil Armstrong</p> <p>The Natural World: Exploring light sources, light and dark, shadows. Exploring the changing season from Autumn into Winter and discussing hibernation</p>	<p>Past and Present: Looking at clothing from the past linking to the traditional stories we are studying.</p> <p>The Natural World: Noticing the changes in our environments as the weather starts to change, fostering curiosity in the natural world.</p>	<p>Past and Present: Learn about swimmer Gertrude Ederle</p> <p>Museum Box -Soap and Bubbles</p> <p>The Natural World: Investigate changing states of matter, melting ice, floating and sinking</p> <p>Record observations through drawings</p>	<p>Past and Present: Learn about the famous botanist David Attenborough</p> <p>The Natural World: Exploring plant and animal life cycles and create animal habitats.</p>	<p>Past and Present: Learn about Emilia Earhart and William Morris</p> <p>The Natural World: Explore the world of vehicles, friction and pushing and pulling forces</p> <p>Museum Box - vehicles</p>

<p>Celebrate diversity and ensure books from different cultures and ethnicities are read with the children.</p> <p>Weave opportunities for the children to engage with religious and cultural communities</p>	<p>People, Culture and Communities:</p> <p>Map making from tours around the school and local community</p> <p>RE focus: Who am I and where do I belong?</p>	<p>People, Culture and Communities:</p> <p>RE focus: What do people celebrate and why? Christmas, Diwali</p>	<p>People, Culture and Communities:</p> <p>RE focus: Who are Christians and what do they believe?</p>	<p>People, Culture and Communities:</p> <p>RE focus: What is the church and who goes there?</p> <p>Water Aid link: people in developing countries without clean water.</p>	<p>People, Culture and Communities:</p> <p>RE focus: Does everyone believe in God?</p> <p>Creation- How can we care for our wonderful world?</p> <p>Researching insects around the world in different habitats</p>	<p>People, Culture and Communities:</p> <p>RE focus: Are all families the same?</p> <p>The Lord's Prayer and Love to Others</p>
<p>PHYSICAL DEVELOPMENT Gross motor</p> <p>Ongoing Create games and provide opportunities for play both indoors and outdoors, to support children to develop core strength, stability, balance, spatial awareness, co-ordination and agility</p>	<p>Gross motor:</p> <p>PE - dance and movement to nursery rhymes and songs</p> <p>Sticky kids & Yoga</p> <p>Skipping, hopping, standing on one leg,</p> <p>Following instructions</p>	<p>Gross Motor:</p> <p>PE - gymnastics, focusing on balances, and taking part in group activities</p> <p>Being increasingly independent getting dressed/undressed i.e., coats and zips</p> <p>Firework dance</p>	<p>Gross Motor:</p> <p>PE -gymnastics, focusing on journeys along, under, over and through equipment Link to Rosie's Walk</p> <p>Revise and refine the fundamental movement skills i.e., skipping, hopping, climbing and jumping</p>	<p>Gross Motor:</p> <p>PE - create a dance to 'Under the Sea' using the stimulus 'Commotion in the Ocean'</p> <p>Outdoor climbing equipment -Improve overall body strength, balance, co-ordination, and agility</p>	<p>Gross Motor:</p> <p>In PE - ball skills developing confidence, competence, precision and accuracy when engaging in activities</p> <p>Specific focus: Simple ball skills in tennis, with a range of balls</p> <p>Bat, pat and hit a ball</p>	<p>Gross Motor:</p> <p>In PE - athletics activities preparing for Sport's Day</p> <p>Negotiating space safely, with consideration to others</p> <p>Demonstrate strength, balance and coordination</p>

<p>PHYSICAL DEVELOPMENT Continued</p> <p>Fine Motor Daily opportunities for developing fine motor skills</p> <p>Continuously check the progress of children's handwriting (pencil grip and letter formation, inc. directionality) Provide extra help and guidance when needed</p>	<p>Fine motor:</p> <p>Encourage independent eating and using cutlery</p> <p>Show a preference for a dominant hand</p> <p>Use one-handed tools and equipment, i.e., making snips in paper with scissors</p>	<p>Fine motor:</p> <p>Develop fine motor skills so that children can use a range of tools competently, safely, and confidently</p> <p>Suggested tools: pencils for drawing and writing, scissors, paintbrushes, knives, forks and spoons</p>	<p>Fine motor:</p> <p>Use a comfortable grip with good control when holding pens and pencils</p> <p>Using various tools and equipment for cooking and baking</p>	<p>Fine motor:</p> <p>Develop the foundations of a handwriting style that is accurate and efficient</p>	<p>Fine motor:</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery competently</p> <p>Begin to show accuracy and care when drawing</p>	
<p>EXPRESSIVE ART AND DESIGN</p>	<p>Creating with material:</p> <p>Pencil drawing self-portrait</p> <p>Painting pictures of people who help us using a range of media</p> <p>Link artwork to the Harvest theme and produce chalk still life pictures</p> <p>Skeletons using chalk & cutting link with Funny bones etc.</p>	<p>Creating with Material:</p> <p>Create firework pictures with chalk</p> <p>night and day pictures</p> <p>Christmas decorations -Use a variety of paint, printing and fixing techniques</p>	<p>Creating with Material:</p> <p>Modelling with recycled materials, junk, clay and dough, construction</p> <p>Exploring collage shapes and printing techniques</p> <p>Feature artist: Paul Klee (Castle in the sun painting)</p>	<p>Creating with Material</p> <p>Explore how water influences artwork and examine the work of artists who have been inspired by water</p>	<p>Creating with Material:</p> <p>Look at paintings and other forms of art and discuss content and style including the insect artists</p>	<p>Creating with Material:</p> <p>Explore things that roll/move inspired by Jackson Pollock</p> <p>Create superhero hand art.</p>

<p>EXPRESSIVE ART AND DESIGN continued</p>	<p>Being imaginative and expressive: Role-playing narratives with peers based on home-life examples such as a kitchen, living room etc.</p> <p>Listen attentively, move to and talk about music</p>	<p>Being Imaginative and Expressive: Exploring light and dark in the role play corner, with moon travel based on 'Whatever Next' by Jill Murphy</p> <p>Sing in a group or on their own increasingly matching the pitch and following the melody of song</p>	<p>Being imaginative and expressive: Dance, movement and singing linked to nursery rhymes</p>	<p>Being Imaginative and Expressive: Recount narratives e.g. 'Mrs Lather's Laundry'</p> <p>Songs linked to stories and rhyme within them</p> <p>Use percussion instruments in listening games</p> <p>Explore body parts including voice to create sound</p>	<p>Being Imaginative and Expressive: Inventing and adapting narratives e.g. 'Jack and the Bean Stalk'</p> <p>Using percussion instruments Improvising with voices and instruments</p>	<p>Being Imaginative and Expressive: Creating role-play garage and bicycle wash area outside and lots of small world vehicle settings inside</p> <p>Playing instruments within a song</p>
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