



# EYFS Long Term Plan

## Higher Walton CE Primary School



### Personal Curriculum Drivers:

The Personal Drivers underpin the curriculum design, based on the personal needs of the school.

Areas of Learning	Key Nursery 'Drivers'	Key Reception 'Drivers'
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>• Build attention and listening through songs, stories, and play.</li> <li>• Introduce new vocabulary through daily routines and adult modelling.</li> <li>• Encourage children to express needs and interests using words or gestures.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop spoken language and listening skills across the curriculum</li> <li>• Introduce rich, varied vocabulary through quality texts and direct teaching</li> <li>• Promote expressive confidence through storytelling, role play, and small group discussion</li> </ul>
<b>Personal, Social and Emotional</b>	<ul style="list-style-type: none"> <li>• Build secure relationships with key adults</li> <li>• Learn to separate from carers with support and reassurance</li> <li>• Begin to share, take turns, and play alongside others</li> <li>• Explore feelings through stories, puppets, and role play</li> </ul>	<ul style="list-style-type: none"> <li>• Support emotional literacy and friendships through explicit teaching and themed stories</li> <li>• Establish strong routines, behaviour expectations, and a sense of belonging</li> <li>• Embed kindness, resilience, and self-regulation throughout the year</li> </ul>
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Explore movement through climbing, crawling, jumping, and dancing</li> <li>• Use large and small equipment to build strength and coordination</li> <li>• Develop hand control through mark making, threading, and sensory play</li> <li>• Begin to use tools like paintbrushes, spoons, and chunky crayons</li> </ul>	<ul style="list-style-type: none"> <li>• Target gross and fine motor development through daily provision and PE units</li> <li>• Embed movement in continuous provision and themed learning (e.g. minibeast hunts, superhero role play)</li> <li>• Develop physical readiness for writing through strengthening core and hand muscles</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Enjoy stories, rhymes, and songs daily</li> <li>• Join in with repeated phrases and actions in familiar books</li> <li>• Explore mark making with a range of tools and materials</li> <li>• Begin to recognise their name and some familiar logos or signs</li> </ul>	<ul style="list-style-type: none"> <li>• Use a core book approach to immerse children in language, comprehension, and early writing</li> <li>• Provide meaningful writing opportunities across all themes</li> <li>• Build phonics knowledge steadily through well-sequenced phases</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Count objects and actions in everyday play</li> <li>• Explore shape, size, and pattern through construction and sensory play</li> <li>• Use number language in songs, routines, and games</li> <li>• Begin to match, sort, and compare quantities</li> </ul>	<ul style="list-style-type: none"> <li>• Follow mastery principles in daily maths sessions</li> <li>• Embed maths in routines and continuous provision</li> <li>• Develop vocabulary and confidence with number, shape, space, and measure through playful learning and real-life contexts</li> </ul>
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>• Explore the natural world through outdoor play and seasonal walks</li> <li>• Talk about family, pets, and familiar places</li> <li>• Notice changes in weather, plants, and animals</li> <li>• Celebrate special times and cultural events with stories, food, and music</li> </ul>	<ul style="list-style-type: none"> <li>• Broaden children's worldviews through themes on culture, community, animals, celebrations, and change</li> <li>• Encourage curiosity, observation, and early enquiry (e.g. habitats, weather, life cycles)</li> <li>• Build real-world knowledge through visitors, trips, and hands-on experiences</li> </ul>

<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"> <li>• Explore colour, texture, and sound through messy play and music</li> <li>• Use simple tools and materials to make models and pictures</li> <li>• Join in with songs, dances, and pretend play</li> <li>• Begin to tell stories through small world and role play</li> </ul>	<ul style="list-style-type: none"> <li>• Offer imaginative and creative opportunities linked to each theme</li> <li>• Build knowledge of materials, techniques, and famous artists</li> <li>• Support storytelling, performance, and role play through drama and small world</li> </ul>
<b>RE</b>	<ul style="list-style-type: none"> <li>• Hear simple stories from the Bible and other faiths that show love, kindness, and friendship</li> <li>• Take part in celebrations such as Harvest, Christmas, and Easter through songs, crafts, and shared experiences</li> <li>• Begin to notice special places, people, and times in their own lives and those of others</li> <li>• Explore simple ideas like “thank you,” “sorry,” and “I love you” through play and discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Foster respect, curiosity, and understanding of different beliefs and traditions</li> <li>• Through stories, celebrations, and discussion, reflect on what makes people, places, times, and beliefs special, with a strong focus on Christian teachings such as love, gratitude, and belonging.</li> </ul>

## EYFS Curriculum 2026

Underpinning topic	Autumn 1 Me, you and us	Autumn 2 Celebration Time	Spring 1 Once upon a time	Spring 2 Who can help me?	Summer 1 Spring into life	Summer 2 All creatures great and small
<b>Why?</b>	<p>Reception: The children show low levels of PSHE skill on entry and need support in building relationships, understanding emotions, and establishing routines. This theme helps children develop their social confidence, explore their identities, and learn the importance of working together. It allows for the introduction of clear routines, the development of motor skills, and early vocabulary linked to self-awareness, belonging, and communication.</p> <p>Nursery: Many children are new to group settings and need time to feel safe and secure. This theme helps them settle into routines, form attachments with adults, and begin to explore their sense of self through play, stories, and songs.</p>	<p>Reception: Many children have had limited exposure to cultural events and community celebrations. This theme allows them to experience and explore a range of festivals, fostering curiosity and understanding of others. It promotes communication through new vocabulary and expressive language, while supporting fine and gross motor development through creative activities like dancing, music, and making decorations.</p> <p>Nursery: Children begin to notice special times and enjoy shared experiences. This theme introduces simple celebrations through sensory play, music, and stories, helping children recognise that people celebrate in different ways</p>	<p>Reception: Children often arrive with limited experience of traditional stories. This theme introduces key narrative structures, characters, and settings, which strengthens their imagination, vocabulary, and listening skills. It provides rich opportunities for role play, retelling, and creative response through movement and mark making. This provides the foundational knowledge for the traditional tales units in Year 1.</p> <p>Nursery: Children begin to enjoy familiar tales and repeated phrases. This theme builds early story awareness through puppets, small world play, and simple retelling, helping children join in and anticipate what happens next.</p>	<p>Reception: Some children are unsure of the roles people play in the community and have limited understanding of how others help us. This theme builds vocabulary, social interaction, and oral language through role play and story. It also nurtures respect and empathy, helping children understand how to help and care for others, while developing motor skills through themed, hands-on role play tasks.</p> <p>Nursery: Children begin to recognise familiar adults and routines. This theme introduces real-life helpers through dressing up, visits, and stories, helping children feel safe and understand how others care for them.</p>	<p>Reception: Children need support in developing fine motor skills and an understanding of growth and change. This theme allows them to explore the natural world through planting, lifecycles, and observing seasonal change. These experiences support language development, understanding of the world, and communication, while offering meaningful writing and drawing opportunities. This provides the foundational knowledge for the KS1 science (plants) curriculum.</p> <p>Nursery: Children show curiosity about nature and enjoy sensory exploration. This theme introduces planting, growing, and seasonal change through hands-on experiences, helping children notice patterns and changes in the world around them.</p>	<p>Reception: Children often have limited vocabulary and understanding of animals and habitats. This theme taps into their curiosity to build language, questioning, and imaginative thinking. Through role play, observation, and creative exploration, they develop an understanding of caring for living things, while strengthening both motor and communication skills. This provides the foundational knowledge for the Year 1 science curriculum on animal habitats and groups.</p> <p>Nursery: Children enjoy animal stories and role play. This theme encourages them to name animals, make sounds, and explore habitats through play, helping them build early science and language skills.</p>
<b>Possible focus areas:</b>	<ul style="list-style-type: none"> <li>• Settling in</li> <li>• Rules and routines</li> <li>• Emotions and feelings</li> <li>• Our families</li> <li>• Our homes</li> <li>• Our bodies</li> <li>• Healthy eating/Harvest</li> <li>• Self portraits</li> <li>• Name writing</li> </ul>	<ul style="list-style-type: none"> <li>• Bonfire night/fireworks</li> <li>• Diwali</li> <li>• Hannukah</li> <li>• Nativity/Christmas</li> <li>• Remembrance Day</li> <li>• Colour mixing</li> <li>• Light and dark</li> <li>• Cards, invitations, lists</li> <li>• Autumn – seasonal change</li> </ul>	<ul style="list-style-type: none"> <li>• Traditional Tales</li> <li>• Fairy Tales</li> <li>• Oral storytelling</li> <li>• Winter – seasonal change</li> <li>• Frost/ice/melting – Here Comes Jack Frost</li> <li>• Chinese New Year</li> <li>• Shrove Tuesday</li> </ul>	<ul style="list-style-type: none"> <li>• Community helpers (police, firefighters, nurse, secretary, lunch time supervisors)</li> <li>• Kindness / helping others</li> <li>• Local walk</li> <li>• Easter</li> <li>• Mother’s Day</li> </ul>	<ul style="list-style-type: none"> <li>• Growth and change</li> <li>• Plants</li> <li>• Healthy eating</li> <li>• Spring – seasonal change</li> </ul>	<ul style="list-style-type: none"> <li>• Animals and their habitats</li> <li>• Classifying and comparing</li> <li>• Caring for animals</li> <li>• Father’s Day</li> <li>• Summer – seasonal change</li> </ul>
<b>Nursery Core Texts (3 chosen from the list per half term)</b>	<ul style="list-style-type: none"> <li>• Lulu loves Nursery</li> <li>• We’re Going on a Bear Hunt</li> <li>• My World, Your World</li> <li>• Shark in the Park</li> </ul>	<ul style="list-style-type: none"> <li>• The Tiger Who Came to Tea</li> <li>• Stick Man</li> <li>• Penguin</li> </ul>	<ul style="list-style-type: none"> <li>• Goldilocks and the Three Bears</li> <li>• The Gingerbread Man</li> <li>• Shhh</li> <li>• Bringing in the New Year (Lunar New Year)</li> </ul>	<ul style="list-style-type: none"> <li>• Maisie goes to the Hospital</li> <li>• Busy People: Doctor</li> <li>• Whose Hat is this?</li> <li>• Supertato</li> <li>• The Little Red Hen</li> </ul>	<ul style="list-style-type: none"> <li>• Jasper’s Beanstalk</li> <li>• Oliver’s Vegetables</li> <li>• Handa’s Surprise</li> <li>• The Tiny Seed</li> </ul>	<ul style="list-style-type: none"> <li>• Dear Zoo</li> <li>• Mister Seahorse</li> <li>• Brown Bear</li> <li>• Rumble in the Jungle</li> <li>• Walking through the Jungle</li> </ul>
<b>Reception Core Texts</b>	<ul style="list-style-type: none"> <li>• The Colour Monster</li> <li>• Ruby’s Worry</li> <li>• Owl Babies</li> </ul>	<ul style="list-style-type: none"> <li>• Ning and the Night Spirits</li> <li>• Whatever Next</li> <li>• How to catch Santa</li> </ul>	<ul style="list-style-type: none"> <li>• Little Red Riding Hood</li> <li>• The Three Little Pigs</li> <li>• I love Chinese New Year (Lunar New Year)</li> </ul>	<ul style="list-style-type: none"> <li>• Lion Inside</li> <li>• A Superhero Like You</li> <li>• Super Milly and the Super School Day</li> </ul>	<ul style="list-style-type: none"> <li>• Jack and the Beanstalk</li> <li>• Errol’s Garden</li> <li>• I will not ever, never eat a tomato</li> </ul>	<ul style="list-style-type: none"> <li>• Oi Frog</li> <li>• The Very Hungry Caterpillar</li> <li>• Snail and the Whale</li> </ul>

Personal, Social and Emotional Development Jigsaw	<b>Being me in my world (Jigsaw) Nursery</b> <ul style="list-style-type: none"> <li>Form strong bonds with key adults and begin to separate confidently from carers</li> <li>Explore their identity by talking about their name, family, and likes</li> <li>Begin to follow simple routines with adult support</li> <li>Show awareness of others and begin to play alongside peers</li> <li>Express basic emotions and begin to name them with adult help</li> </ul> <b>Reception</b> <ul style="list-style-type: none"> <li>Focus on settling in, understanding feelings, classroom rules, and forming a learning community.</li> <li>Selecting &amp; using resources in their new classroom setting</li> <li>Building relationships with adults &amp; peers in the setting</li> <li>Feelings check in board</li> <li>Emotion station with mirrors and puppets</li> </ul>	<b>Celebrating Difference (Jigsaw) Nursery</b> <ul style="list-style-type: none"> <li>Show interest in special times and family traditions</li> <li>Begin to understand that others may have different celebrations or beliefs</li> <li>Take part in group activities and begin to take turns with support</li> <li>Talk about what makes them feel happy, excited, or nervous</li> <li>Show pride in their own achievements and creations</li> </ul> <b>Reception</b> <ul style="list-style-type: none"> <li>Continuing to develop friendships &amp; relationships</li> <li>Exploring feelings</li> <li>Increasingly following rules and boundaries</li> </ul>	<b>Relationships (Jigsaw) Nursery</b> <ul style="list-style-type: none"> <li>Talk about characters' feelings and relate them to their own experiences</li> <li>Begin to solve small social problems with adult guidance (e.g. sharing, saying sorry)</li> <li>Show confidence in choosing activities and expressing preferences</li> <li>Begin to manage transitions between activities with less support</li> <li>Use story play to explore emotions and relationships</li> </ul> <b>Reception</b> <ul style="list-style-type: none"> <li>Expressing &amp; moderating feelings</li> <li>See themselves as valuable individuals (within a family unit)</li> <li>Finding solutions to conflicts</li> <li>Explain reasons for rules</li> </ul>	<b>Dreams and Goals (Jigsaw) Nursery</b> <ul style="list-style-type: none"> <li>Recognise people who help them and talk about their roles</li> <li>Show care and concern for others in play and real-life situations</li> <li>Begin to take responsibility for small tasks (e.g. tidying, helping a friend)</li> <li>Follow simple rules and routines with increasing independence</li> <li>Talk about how to keep themselves safe and healthy with adult support</li> </ul> <b>Reception</b> <ul style="list-style-type: none"> <li>Showing greater independence and responsibility</li> <li>Identify a range of feelings and how others may feel</li> <li>Begin to take on challenges and show perseverance</li> </ul>	<b>Healthy Me (Jigsaw) Nursery</b> <ul style="list-style-type: none"> <li>Show independence in managing personal needs (e.g. toileting, handwashing)</li> <li>Begin to show resilience when facing challenges (e.g. trying new tools or tasks)</li> <li>Work alongside others and begin to cooperate in shared play</li> <li>Talk about how to care for living things and the environment</li> <li>Set simple goals (e.g. "I want to grow a sunflower") and work towards them</li> </ul> <b>Reception</b> <ul style="list-style-type: none"> <li>Begin to regulate their behaviour</li> <li>Show independence in managing their needs</li> <li>Begin to show resilience in the face of challenge</li> </ul>	<b>Changing Me (Jigsaw) Nursery</b> <ul style="list-style-type: none"> <li>Show empathy and care for animals and living things</li> <li>Talk about their feelings and begin to understand others' emotions</li> <li>Take turns and share more consistently with peers</li> <li>Show confidence in new situations and when speaking in a group</li> <li>Reflect on their learning and talk about what they are proud of</li> </ul> <b>Reception</b> <ul style="list-style-type: none"> <li>Manage own basic hygiene</li> <li>Working cooperatively &amp; taking turns with others</li> <li>Show understanding of others' feelings &amp; perspectives</li> <li>Give focused attention</li> <li>Transition to Year 1</li> </ul>
	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.					
	<b>Early Learning Goal</b> <ul style="list-style-type: none"> <li><b>Self-Regulation-</b> 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 focus and attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</li> <li><b>Managing self-</b> Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</li> <li><b>Building Relationships-</b> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and other's needs.</li> </ul>					
Communication and Language	<b>Nursery</b> <ul style="list-style-type: none"> <li>Listen to short stories and begin to recall key events</li> <li>Follow simple instructions with two steps (e.g. "Put your coat on and line up")</li> <li>Use short phrases and begin to link ideas (e.g. "I go park," "Mummy come too")</li> <li>Join in with familiar rhymes and songs</li> <li>Begin to take turns in conversation with adults and peers</li> </ul>	<b>Nursery</b> <ul style="list-style-type: none"> <li>Talk about special times and events using simple sentences</li> <li>Use new words linked to celebrations and routines (e.g. "fireworks," "party," "lights")</li> <li>Ask and answer simple questions about stories and experiences</li> <li>Begin to describe what they see or do using 4–6 word sentences</li> <li>Use talk to share excitement and ideas during role play</li> </ul>	<b>Nursery</b> <ul style="list-style-type: none"> <li>Retell parts of familiar stories using story language</li> <li>Use longer sentences to describe characters and events</li> <li>Ask questions about what happens next in a story</li> <li>Use new vocabulary from books in their play</li> <li>Begin to use connectives like "and" or "because" in speech</li> </ul>	<b>Nursery</b> <ul style="list-style-type: none"> <li>Talk about people who help us and describe what they do</li> <li>Use new topic words in conversation (e.g. "stethoscope," "fire engine")</li> <li>Explain what is happening in their play using full sentences</li> <li>Begin to hold conversations with peers during shared play</li> <li>Respond to "why" and "how" questions with support</li> </ul>	<b>Nursery</b> <ul style="list-style-type: none"> <li>Talk about changes they notice in plants and animals</li> <li>Use describing words (e.g. "tall," "wet," "growing") in context</li> <li>Ask questions to find out more (e.g. "Why is it brown?" "What's that for?")</li> <li>Use talk to explain what they are doing during planting or outdoor play</li> </ul>	<b>Nursery</b> <ul style="list-style-type: none"> <li>Describe animals using full sentences (e.g. "The frog is green and jumps")</li> <li>Use new vocabulary about habitats and animal features</li> <li>Ask and answer questions about animals and their needs</li> <li>Use talk to create and act out animal stories</li> <li>Hold longer conversations with peers during small world or role play</li> </ul>

	<b>Reception</b> <ul style="list-style-type: none"> <li>• Able to sit in a circle and wait their turn to speak.</li> <li>• Repeats modelled sentences.</li> <li>• Begins to direct their speech at an adult.</li> <li>• Interacts with peers during play responding to direct questions and play activities.</li> <li>• <b>Vocab-</b> weather, season, spring, summer, autumn, winter, family, home, feelings, happy, sad, kind, friend, share, help, name, body, healthy, same, different</li> </ul>	<b>Reception</b> <ul style="list-style-type: none"> <li>• Passes a talking object and speaks on their turn.</li> <li>• Voice is audible in a group and a basic sentence is used.</li> <li>• Interaction with peers is expressive and shows their needs and wishes.</li> <li>• Answers direct questions from adults and approaches them with worries or needs.</li> <li>• <b>Vocab-</b> celebration, festival, Diwali, Christmas, Hanukkah, light, dark, night, day, firework, candle, gift, party, decorate</li> </ul>	<b>Reception</b> <ul style="list-style-type: none"> <li>• Knows the rules of a circle and puts their hand up to speak or waits.</li> <li>• Eye contact is made and voice is directed at listeners.</li> <li>• Sentence is used, only sometimes needing a model or stem.</li> <li>• Peer interaction is back and forth, with pauses and responses from each.</li> <li>• Adults are engaged in conversation when playing alongside.</li> <li>• Questions are answered with basic responses.</li> <li>• <b>Vocab-</b> character, setting, beginning, middle, end, story, once, castle, forest, giant, magic, brave, kind, trick</li> </ul>	<b>Reception</b> <ul style="list-style-type: none"> <li>• Topics of interest result in extended conversations where conjunctions are used.</li> <li>• Questions are responded to and basic questions are asked.</li> <li>• Peer interaction is sustained and questions are asked and answered during the interaction.</li> <li>• There are clear pauses to show listening.</li> <li>• Answers show awareness that they have listened.</li> <li>• <b>Vocab-</b> helper, doctor, nurse, firefighter, police, uniform, job, help, kind, safe, rescue, hospital, station, community, superhero</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use past and future tense in conversation (e.g. “It grew,” “We will water it”)</li> </ul> <b>Reception</b> <ul style="list-style-type: none"> <li>• Pupils are given opportunities to explain by using why and how questions.</li> <li>• More complex questions are being asked.</li> <li>• Pupils are beginning to wonder and know how to seek answers from adults.</li> <li>• Pupils are confident and will approach known adults and familiar friends.</li> <li>• Pupils take account of what has been said, responding in an appropriate way.</li> <li>• <b>Vocab-</b> grow, plant, seed, soil, water, sun, flower, leaf, root, stem, healthy, fruit, vegetable, change, life cycle</li> </ul>	<b>Reception</b> <ul style="list-style-type: none"> <li>• Pupils are offering their own explanations for things, using increasing vocabulary.</li> <li>• Questions are understood and responded to appropriately.</li> <li>• They are able to share their feelings about things and show some emotional literacy.</li> <li>• Taught vocabulary is used in different contexts to show mastery.</li> <li>• <b>Vocab-</b> animal, habitat, wild, pet, fur, feathers, scales, claws, wings, legs, swim, fly, crawl, care, protect</li> </ul>
	<p>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.</p>					
<b>Early Learning Goal</b>	<ul style="list-style-type: none"> <li>• <b>Listening, Attention and Understanding-</b> 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.</li> <li>• <b>Speaking-</b> participate in a small group, class or one to one discussion, offering their own ideas, using recently introduced vocabulary</li> </ul>					
<b>Physical Development –fine motor</b>	<b>Nursery</b> <ul style="list-style-type: none"> <li>• Use hands to explore materials like dough, sand, and paint</li> <li>• Start to use tools like chunky crayons, spoons, and paintbrushes</li> <li>• Begin to put on coats and shoes with support</li> </ul> <b>Reception</b> <ul style="list-style-type: none"> <li>• Develop small motor skills to use tools independently and safely</li> <li>• Attempt to manage own hygiene</li> </ul>	<b>Nursery</b> <ul style="list-style-type: none"> <li>• Use large arm movements to make marks in glitter, foam, or paint</li> <li>• Hold tools with increasing control (e.g. glue sticks, rollers, cutters)</li> <li>• Use hands to manipulate small objects like sequins or threading beads</li> </ul> <b>Reception</b> <ul style="list-style-type: none"> <li>• Improve fine motor strength through daily dough gym/funky finger activities</li> <li>• Develop the skills to manage the school day- dressing and undressing, putting own shoes on.</li> </ul>	<b>Nursery</b> <ul style="list-style-type: none"> <li>• Use small tools to create props or puppets</li> <li>• Strengthen hand muscles through squeezing, pinching, and rolling materials</li> <li>• Begin to form lines and circles in mark making</li> </ul> <b>Reception</b> <ul style="list-style-type: none"> <li>• Establish the correct pencil grip and posture for writing</li> <li>• To be able to put on and take off own coat.</li> <li>• Begin to use one-handed tools with more control</li> </ul>	<b>Nursery</b> <ul style="list-style-type: none"> <li>• Use tools and props in role play (e.g. tweezers, tongs, bandages)</li> <li>• Use scissors with support to snip paper</li> <li>• Practise handwashing and toileting with growing independence</li> </ul> <b>Reception</b> <ul style="list-style-type: none"> <li>• Confidently use small apparatus</li> <li>• Develop ball skills</li> <li>• Begin to talk about different ways I can be healthy and keep active</li> </ul>	<b>Nursery</b> <ul style="list-style-type: none"> <li>• Use fingers and hands to explore textures in nature</li> <li>• Strengthen grip through squeezing spray bottles or using pipette</li> <li>• Begin to form recognisable shapes or letters in soil, sand, or paint</li> </ul> <b>Reception</b> <ul style="list-style-type: none"> <li>• Develop confidence and accuracy when using a ball</li> <li>• To be able to fasten own coat</li> <li>• Develop handwriting style.</li> </ul>	<b>Nursery</b> <ul style="list-style-type: none"> <li>• Use small tools to create animal models or collages</li> <li>• Show increasing control when drawing or painting animal features</li> <li>• Use cutlery with more accuracy during snack and lunch</li> <li>• Manage zips, buttons, and fastenings with support</li> </ul> <b>Reception</b> <ul style="list-style-type: none"> <li>• Hold a pencil effectively, using tripod grip</li> <li>• Use a range of small tools</li> <li>• Talk about different ways I can be healthy and keep active</li> </ul>
<b>Physical Development – gross motor</b>	<b>Nursery</b> <ul style="list-style-type: none"> <li>• Move confidently in open spaces indoors and outdoors</li> </ul>	<b>Nursery</b> <ul style="list-style-type: none"> <li>• Join in with movement songs and dances linked to celebrations</li> </ul>	<b>Nursery</b> <ul style="list-style-type: none"> <li>• Move like story characters (e.g. stomp like a giant, tiptoe like a mouse)</li> </ul>	<b>Nursery</b> <ul style="list-style-type: none"> <li>• Pedal trikes or push scooters with direction</li> </ul>	<b>Nursery</b> <ul style="list-style-type: none"> <li>• Dig, plant, and water using real tools</li> </ul>	<b>Nursery</b> <ul style="list-style-type: none"> <li>• Move like animals (e.g. crawl like a bear, hop like a frog)</li> </ul>

<b>PE Passport units</b>	<ul style="list-style-type: none"> <li>Climb, crawl, and balance using large equipment</li> <li>Begin to show awareness of space and others when moving</li> </ul> <p><b>Reception (Fundamental Movement Skills)</b> To jump for distance, to land appropriately, to hop on both feet, to underarm and overarm throw for distance, to catch with increasing accuracy, to climb with confidence under, over and through climbing equipment.</p>	<ul style="list-style-type: none"> <li>Move with control during group games and dancing</li> </ul> <p><b>Reception (How to catch a star)</b> To balance on small and large body parts in the shape of a star. To send a ball/throwing equipment with increasing accuracy, to jump and land appropriately, to climb under, over and through climbing equipment, to practise throwing overarm.</p>	<ul style="list-style-type: none"> <li>Use climbing and balancing equipment with more control</li> </ul> <p><b>Reception (Castles)</b> To throw under arm, to roll a ball, to jump and land appropriately, to perform a variety of gymnastic rolls, to climb up and down apparatus using alternate feet, to revise fundamental movement skills.</p>	<ul style="list-style-type: none"> <li>Show control when pouring, scooping, and filling</li> </ul> <p><b>Reception (Transport)</b> To travel in a variety of ways, to adjust speed and direction to avoid obstacles, to show increasing control over an object pushing it, to perform a variety of gymnastic rolls, to over arm throw for distance, to climb climbing equipment, to revise fundamental movement skills covered in the unit.</p>	<ul style="list-style-type: none"> <li>Show stamina and coordination during outdoor play</li> </ul> <p><b>Reception (Hungry Caterpillar)</b> To perform the basic skill of jumping, to travel in a variety of ways low to the ground, to travel over, under and through balance and climbing equipment, to balance on a range of body parts, to throw under arm, to roll in a variety of ways.</p>	<ul style="list-style-type: none"> <li>Join in with obstacle courses and movement games</li> </ul> <p><b>Reception (Rumble in the Jungle)</b> To travel on hands and feet, to roll in a variety of ways, to use an underarm and over arm throw with increasing accuracy.</p>
<p>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.</p>						
<b>Early Learning Goal</b>	<ul style="list-style-type: none"> <li><b>Gross Motor Skills-</b> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</li> <li><b>Fine Motor Skills-</b> 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.</li> </ul>					
<b>Literacy Nursery</b>	<ul style="list-style-type: none"> <li>Children listen to short stories and begin to join in with repeated phrases.</li> <li>They start to recognise their name and spot familiar signs or labels in the environment.</li> <li>Through a range of tools and materials, they explore mark making and begin to understand that print carries meaning.</li> <li>They enjoy joining in with rhymes and action songs.</li> </ul>	<ul style="list-style-type: none"> <li>Children listen to stories about special times and talk about what happens.</li> <li>They join in with rhymes and songs linked to celebrations and begin to make marks for a purpose, such as cards, decorations, or lists.</li> <li>They start to recognise familiar words or symbols like "Mum," "Santa," or "star."</li> <li>They handle books carefully, turning pages one at a time.</li> </ul>	<ul style="list-style-type: none"> <li>Children retell parts of familiar stories using props or pictures.</li> <li>They begin to use story language in their play.</li> <li>They start to hear and match initial sounds in words.</li> <li>They make marks to represent characters or events.</li> <li>They talk about favourite books and begin to describe what happens in them.</li> </ul>	<ul style="list-style-type: none"> <li>Children listen to non-fiction books about real-life helpers.</li> <li>They use new vocabulary from these books in their play.</li> <li>They begin to recognise environmental print such as signs, labels, or uniforms.</li> <li>They make marks to represent ideas like maps, badges, or notes.</li> <li>They join in with rhymes and songs about jobs and routines.</li> </ul>	<ul style="list-style-type: none"> <li>Children talk about what they see in books and pictures, especially related to plants and animals.</li> <li>They begin to hear syllables in words, such as "sun-flow-er."</li> <li>They use marks to label drawings or describe what they see.</li> <li>They recognise some letters, particularly those in their name.</li> <li>They begin to form recognisable letters with support.</li> </ul>	<ul style="list-style-type: none"> <li>Children join in with animal-themed stories and rhymes.</li> <li>They talk about characters and events in familiar books.</li> <li>They use books to find out about animals and their habitats.</li> <li>They make marks to tell a story or describe an animal.</li> <li>Many children begin to write their name with some recognisable letters.</li> </ul>
<b>Literacy Reception</b>	<ul style="list-style-type: none"> <li>Develop routines for phonics and reading sessions.</li> <li>Modelled blending sessions daily.</li> <li>Name reading in snack, creative, writing, voting and register times.</li> <li>Making predictions.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Daily Movement time: Dough Disco, finger gym, dance and strength activities.</li> </ul>	<ul style="list-style-type: none"> <li>Daily CVC activity for both reading and writing.</li> <li>Building with letters and using them to support writing &amp; reading.</li> <li>Includes simple digraphs.</li> <li>Basic Who, what, where, when Qs for comprehension.</li> <li>Independent decodable books in the environment</li> <li>Learning and role-playing stories from other cultures.</li> <li>Comparing to stories we already know.</li> </ul>	<ul style="list-style-type: none"> <li>Daily independent reading of basic sentences.</li> <li>More complex sentences daily supported reading.</li> <li>Retelling stories using introduced and own vocabulary.</li> <li>Role play based on stories.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Daily CVC tasks involving new digraphs and revisits of old.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to make simple innovations of places and character.</li> <li>Comparison of fiction and nonfiction.</li> <li>Understands that information can be found in non-fiction books.</li> <li>Looks through non-fiction books with interest.</li> <li>Learning key vocabulary: Title, blurb, photo, picture, information etc</li> </ul> <p><b>Writing</b></p>	<ul style="list-style-type: none"> <li>Independent reading of books with multiple sentences.</li> <li>Introduction of 'why?' inference questions. Specific inference sessions.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Upper case letters used to start a sentence.</li> <li>Daily first and second name.</li> <li>Sentence level tasks including longer words, suffixes and compound words.</li> </ul>	<ul style="list-style-type: none"> <li>Signifying/story maps/innovate small sections</li> <li>W,W,W,W,W,W questions.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Secure spelling of tricky words</li> <li>Secure phase 2-4 phonemes</li> <li>Daily first and second name.</li> <li>Sentence level tasks including longer words, suffixes and compound words.</li> <li>Feedback on independent sentences and independent corrections</li> </ul>



	<ul style="list-style-type: none"> <li>Daily name writing on registration.</li> <li>Modelled drawing with CVC labelling.</li> <li>Basic control and letter formation.</li> <li>Introduction to letter formation sessions.</li> <li>Labelling all artwork with name.</li> </ul> <p><b>Writing outcomes</b></p> <ul style="list-style-type: none"> <li>Name writing</li> <li>Initial sounds</li> <li>CVC words</li> <li>Labels</li> <li>All about me books</li> </ul>	<ul style="list-style-type: none"> <li>Good Vs bad.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Focused strength activities for those that need it.</li> <li>Daily name writing.</li> <li>Correct formation focus.</li> <li>Weekly modelled drawing and writing sessions.</li> <li>Weekly letter formation session.</li> <li>1:1 CVC labelling task weekly.</li> </ul> <p><b>Writing outcomes</b></p> <ul style="list-style-type: none"> <li>CVC words</li> <li>Labels</li> <li>Lists</li> <li>Christmas list</li> <li>Diwali cards</li> <li>Firework describing words</li> </ul>	<ul style="list-style-type: none"> <li>Daily hand strength and home activities for those that need it.</li> <li>Weekly modelled writing.</li> <li>Sentence level.</li> <li>Model of finger spaces to separate words.</li> <li>Pupil guided spelling.</li> <li>Weekly modelled drawing and letter formation session.</li> <li>1:1 writing task weekly.</li> </ul> <p><b>Writing outcomes</b></p> <ul style="list-style-type: none"> <li>Innovated story maps</li> <li>Labelling</li> <li>Simple Captions</li> </ul>	<ul style="list-style-type: none"> <li>Daily word building task with frames and fans to support selecting correct sounds. Picture prompts to guide word choice.</li> <li>Sentence level tasks with word boxes to support all words being included in a sentence.</li> <li>Recording equipment for independent sentence building</li> <li>Weekly modelled writing.</li> <li>Sentence level. Model of finger spaces to separate words. Pupil guided spelling.</li> <li>Weekly modelled drawing and letter formation session.</li> <li>1:1 writing task weekly.</li> </ul> <p><b>Writing outcomes</b></p> <ul style="list-style-type: none"> <li>Captions</li> <li>Simple sentences</li> <li>Non-fiction labels</li> <li>People who help us booklet</li> </ul>	<ul style="list-style-type: none"> <li>Feedback on independent sentences and independent corrections</li> <li>Weekly modelled writing. Sentence level. Model of finger spaces and capital letters. Pupil guided spelling.</li> <li>Weekly letter formation session.</li> <li>1:1 writing task weekly.</li> <li>Read the sentence and draw.</li> </ul> <p><b>Writing outcomes</b></p> <ul style="list-style-type: none"> <li>Instructions</li> <li>Recounts</li> <li>Descriptive sentences</li> <li>How to plant a seed</li> <li>Labelled plan</li> </ul>	<ul style="list-style-type: none"> <li>Weekly modelled writing. Sentence level. Model of finger spaces, capital letters and full stops. Pupil guided spelling.</li> </ul> <p><b>Writing outcomes</b></p> <ul style="list-style-type: none"> <li>Multiple linked sentences</li> <li>Retelling</li> <li>Recount from school trip</li> <li>Descriptive writing</li> </ul>
<b>Phonics - Bug Club Phonics</b>	<p><b>Phase 1</b> <b>Bug Club Phase 1 – Units A-F (3 weeks)</b> <b>Aspects:</b> 1: General sound discrimination- environmental sounds. 2: General sound discrimination – instrumental sounds. 3: General sound discrimination – body percussion. 4: Rhythm and rhyme. 5: Alliteration. 6: Voice sounds. 7: Oral blending. And segmenting. <b>Strands:</b> Tuning into sounds (auditory discrimination) Listening and remembering sounds (auditory memory and sequencing) Talking about sounds (developing vocabulary and language comprehension).</p> <p><b>Start Phase 2 when students are ready</b></p>	<p><b>Phase 2</b> <b>Bug club Phase 2- Units 1-5</b> <b>GPCs:</b> s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss <b>HFW decodable-</b> at, as, an, it, in, is, dad, can, on, not, got, mum, up, get, had, back, his, big, him, if, of, off, but. <b>HFW irregular words-</b> to, the, no, go, I, into, her.</p>	<p><b>Phase 3</b> <b>Bug club Phase 3- Units 6-8</b> <b>GPCs:</b> j, v, w, x, y, z, zz, qu, ch, sh, th, ng <b>HFW decodable-</b> will, that, this, then, them, with. <b>HFW irregular words-</b> me, be, he, my, by, she, they.</p>	<p><b>Phase 3</b> <b>Bug club Phase 3- Units 9-10</b> <b>GPCs:</b> ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er <b>HFW decodable-</b> look, see, too, for, now, down. <b>HFW irregular words-</b> they, we, are, you, all, was, give, live.</p>	<p><b>Phase 3 review</b></p> <p>Consolidate and review all Phase 2 and 3 GPCs and HFW taught to date.</p> <p>Consolidate handwriting.</p> <p><b>HFW irregular words-</b> said, have, like, so, do</p>	<p><b>Phase 4</b> <b>Bug Club Phase 4 – Unit 12</b> Adjacent consonants consolidation: CVCC, CCVC, CCVCC, CCCVCC <b>HFW decodable-</b> went, from, children, just, help. <b>HFW irregular words-</b> some, come, were, there, little, one, when, out, what.</p>

	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)					
<b>Early Learning Goal</b>	<ul style="list-style-type: none"> <li>• <b>Comprehension-</b> 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, nonfiction, rhymes and poems and during role play.</li> <li>• <b>Word Reading-</b> Say a sound for each letter of the alphabet and at least 10 diagraphs. 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.</li> <li>• <b>Writing-</b> Write recognisable letters, most of which are correctly formed. Spell words by identifying the sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</li> </ul>					
<b>Maths Nursery</b>	<p>Comparison - Compare and match objects - start to use simple vocabulary</p> <p>Cardinality &amp; Counting - Recite number names in order and sing number rhymes</p> <p>Patterns - Notice patterns and develop observation skills</p>	<p>Subitising - Start to see 1, 2 and 3 in groups without counting</p> <p>Spatial awareness - Explore position and routes. Develop language of position</p> <p>Measures - Compare size and develop vocabulary</p> <p>Comparison - Sort and compare objects. Arrange into groups.</p> <p>Cardinality &amp; Counting - Count to 1. Label and move each item.</p>	<p>Subitising - Show groups of 1, 2, 3 (start to show awareness of composition e.g. 3 is 1 &amp; 2)</p> <p>Cardinality &amp; Counting - Count 2 and 3 objects. Label and move each item.</p> <p>Patterns - Recreate and continue ABAB patterns including simple action patterns</p> <p>Measures - Order objects according to height, length and weight.</p>	<p>Subitising - Subitise groups of 4 and 5. Start to see groups of 1, 2, 3 within.</p> <p>Cardinality &amp; Counting - Count to 5 label and move each item.</p> <p>Shape - Explore and build with objects and shapes.</p>	<p>Cardinality &amp; Counting – Create groups of up to 5 and recognise the last number is the total</p> <p>Measures – Recognise full and empty and develop vocabulary</p> <p>Patterns – Notice and correct mistakes in ABAB patterns.</p> <p>Shape - Sort and match shapes, identifying similarities.</p>	<p>Comparison - Compare groups identifying when there is more and less.</p> <p>Shape - Recognise and name some 2D and 3D shapes.</p> <p>Pattern - Create own ABAB patterns.</p> <p>Cardinality &amp; Counting - Link numerals and amounts up to 5. Experiment with their own symbols and marks along with numerals.</p>
<b>Maths Reception</b>	<p>Numbers 1 to 4</p> <p>1-1 correspondence, sequencing</p> <p>Subitising</p> <p>Problem solving</p>	<p>Numbers 5-10</p> <p>Representation, subitising, cardinality, comparison</p> <p>Partitioning</p>	<p>Counting and comparing</p> <p>Partitioning</p> <p>Addition and subtraction</p> <p>Comparing measures</p> <p>Sorting and patterning</p>	<p>Shape</p> <p>Addition and subtraction</p> <p>Multiplication and Division</p> <p>Space</p> <p>Time</p>	<p>Counting, comparing, and ordering.</p> <p>Numbers to 20</p> <p>Measures (Length, Mass and Capacity)</p> <p>Money</p> <p>Shape and Sorting</p>	<p>Multiplication and Division</p> <p>Space and Pattern</p> <p>Time</p> <p>Addition and subtraction</p> <p>Numbers to 20</p>
	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.					
<b>Early Learning Goal</b>	<ul style="list-style-type: none"> <li>• <b>Number-</b> Have a deep understanding of numbers to 10 including the composition of each number. Subitise up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10 including double facts.</li> <li>• <b>Numerical Patterns-</b> 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 odds and evens, double facts and how quantities can be distributed equally.</li> </ul>					
<b>Understanding the World</b>	<p><b>The Natural World Science</b></p> <ul style="list-style-type: none"> <li>• My body</li> <li>• My senses</li> </ul>	<p><b>The Natural World Science</b></p> <ul style="list-style-type: none"> <li>• Light and dark - shadows</li> <li>• Day and night</li> <li>• Seasonal changes – Autumn</li> </ul>	<p><b>The Natural World Science</b></p> <ul style="list-style-type: none"> <li>• Seasonal changes - Winter</li> <li>• Freezing/melting</li> </ul>	<p><b>The Natural World Science</b></p> <ul style="list-style-type: none"> <li>• Forces – how things move</li> <li>• Floating and sinking</li> </ul>	<p><b>The Natural World Science</b></p> <ul style="list-style-type: none"> <li>• Plant life cycle</li> <li>• The natural world</li> <li>• Healthy Eating</li> <li>• Seasonal changes – Spring</li> </ul>	<p><b>The Natural World Science</b></p> <ul style="list-style-type: none"> <li>• Seasonal changes – Summer</li> <li>• Animal habitats</li> <li>• Classifying</li> </ul>



	<b>People, culture, communities &amp; Past and Present (History)</b> <ul style="list-style-type: none"> <li>My family history</li> <li>The history of myself and my friends.</li> <li>Old and new toys.</li> </ul> <b>(Kapow-</b> Can you guess who? Past and present. My Life Timeline, Family tree, Toy Box) <p>Harvest Festival</p> <b>Computing-</b> Programming 1: All about Instructions (Kapow) <p><b>Project evolve: Self Image and Identity</b> I can recognise online or offline, that anyone can say no</p>	<b>Geography</b> <ul style="list-style-type: none"> <li>Outdoor adventures (KAPOW)</li> <li><i>Nature catchers.</i></li> <li><i>Observational painting. Exploring the weather.</i></li> </ul> <b>People, culture, communities &amp; Past and Present (History)</b> <ul style="list-style-type: none"> <li>Cultural celebrations (Bonfire night, Diwali, Hannukah, Christmas)</li> <li>Remembrance Day</li> </ul> <p><b>Project evolve: Online Bullying-</b> I can describe ways that some people can be unkind online</p> <p><b>Computing-</b> Using Ipad's to take pictures on our seasonal change nature walk. Anti-bullying week.</p>	<b>Geography Exploring Maps (KAPOW)</b> <ul style="list-style-type: none"> <li>Our school from above.</li> <li>Let's build a map.</li> <li>Investigating maps.</li> <li>Map making.</li> </ul> <b>People, culture, communities &amp; Past and Present (History)</b> <ul style="list-style-type: none"> <li>What can I find out about my hometown? (Kapow)</li> <li>My Country. (Kapow - Wearing the Crown)</li> </ul> <p>Chinese New Year, Shrove Tuesday</p> <p><b>Computing- Computing-</b> Programming 2: Programming Bee-bots. (Kapow) Safer Internet Day</p> <p><b>Project evolve: Online Reputation-</b> I can identify ways that I can put information on the internet</p>	<b>Geography</b> <ul style="list-style-type: none"> <li>Home or Away?</li> <li>Bear's UK travels</li> </ul> <b>People, culture, communities &amp; Past and Present (History)</b> <ul style="list-style-type: none"> <li>Community helpers – roles in society.</li> <li>Focus on children's interests for investigation topic- fire fighters, police officers, doctors, vets, teachers.</li> </ul> <p><b>Computing-</b> Exploring how people communicate. Link to emergency services- phoning 999. Walkie talkies.</p> <p><b>Online Relationships</b> I can recognise some ways in which the internet can be used to communicate.</p>	<b>Geography- Outdoor adventures</b> <ul style="list-style-type: none"> <li>Senses in nature</li> <li>Exploring the seasons</li> <li>Dress the teddy.</li> </ul> <b>(Kapow)</b> <p><b>People, culture, communities &amp; Past and Present (History)</b> <ul style="list-style-type: none"> <li>Transport through time.</li> <li>Picture Detective. (Kapow)</li> </ul> </p> <p><b>Computing-</b>Computing systems and networks 1: Using a computer (Kapow)</p> <p><b>Project evolve: Managing Online Information:</b> I can talk about how to use the internet as a way of finding information online.</p>	<ul style="list-style-type: none"> <li>Living and non-living</li> </ul> <b>Geography-</b> Outdoor adventures <ul style="list-style-type: none"> <li>City or countryside</li> <li>Exploring world landscapes</li> <li>Desert Explorers</li> <li>Polar Explorers (Kapow)</li> </ul> <p><b>People, culture, communities &amp; Past and Present (History)</b> <ul style="list-style-type: none"> <li>I remember when...look back over the year</li> <li>My achievements (Kapow)</li> </ul> </p> <p><b>Computing-</b> Sorting Animals Like a Computer, Technology: Animal Explorers.</p> <p><b>Project evolve: Privacy and security</b> I can describe who would be trustworthy to share information with. I can explain why they are trusted.</p>
<b>Investigation Topic:</b>	<b>Senses</b>	<b>Festivals</b>	<b>My Journey</b>	<b>People Who Help Us</b>	<b>Growing and Life cycles</b>	<b>Animals</b>
	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 increase their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically, and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
<b>Early Learning Goal</b>	<ul style="list-style-type: none"> <li><b>Past and Present-</b> Talk about the lives of 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.</li> <li><b>People, culture, and communities-</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts images 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, nonfiction texts and (when appropriate) maps.</li> <li><b>The Natural World-</b> Explores 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 to them in class. Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.</li> </ul>					
<b>Expressive Arts and Design</b>	<b>Art</b> <b>Focus Artist: Frieda Kahlo</b> <ul style="list-style-type: none"> <li>Self Portraits</li> <li>God made me special – handprint art</li> </ul> <p>Drawing: Marvellous marks (Kapow)</p> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>Exploring sound (KAPOW)</li> <li>Nursery rhymes and action songs</li> </ul>	<b>Art</b> <b>Focus Artist: Vincent van Gogh</b> <ul style="list-style-type: none"> <li>Nighttime (starry night)</li> <li>Fireworks</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>Celebration Music (KAPOW)</li> <li>Nativity songs</li> </ul> <p><b>DT</b></p> <ul style="list-style-type: none"> <li>Hibernation Boxes</li> <li>Sliding Santa's Chimneys (KAPOW)</li> </ul>	<b>Art</b> <b>Focus Country: China</b> <ul style="list-style-type: none"> <li>Paper folding</li> <li>Paper cutting</li> <li>Ink splatter</li> </ul> <p>Painting and mixed media: Paint my world (KAPOW)</p> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>Musical Stories (KAPOW)</li> <li>Nursery rhymes and action songs</li> </ul>	<b>Art</b> <b>Focus Artist: Roy Lichtenstein</b> <ul style="list-style-type: none"> <li>Pop art</li> <li>Superhero comic style</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>Transport (KAPOW)</li> </ul> <p><b>DT</b></p> <ul style="list-style-type: none"> <li>Easter decorations (KAPOW)</li> <li>Make chocolate nests</li> <li>Mother's Day cards</li> </ul>	<b>Art</b> <b>Focus Artist: Georgia O'Keefe</b> <ul style="list-style-type: none"> <li>Observational drawings</li> <li>Nature</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>Movement and Music (KAPOW)</li> </ul> <p><b>DT</b></p> <ul style="list-style-type: none"> <li>Structures – Boats (KAPOW)</li> <li>Stained glass window</li> <li>Grass heads</li> </ul>	<b>Art</b> <b>Focus Artist: Eric Carle</b> <ul style="list-style-type: none"> <li>Collage</li> <li>Texture</li> <li>Animals</li> </ul> <p>Sculpture and 3D: creation station (Kapow)</p> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>Big Band (KAPOW)</li> </ul> <p><b>DT</b></p> <ul style="list-style-type: none"> <li>Rainbow salad (KAPOW)</li> </ul>

	<ul style="list-style-type: none"> <li>If you're happy and you know it (feelings version)</li> </ul> <p><b>DT</b></p> <ul style="list-style-type: none"> <li>Cooking and nutrition: Vegetable soup (KAPOW)</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>Acting out emotions</li> <li>Role play: modern day life (home corner, doctors, babies)</li> </ul>	<p><b>Performance</b></p> <ul style="list-style-type: none"> <li>Learn a simple Bollywood dance</li> <li>Infant Nativity play</li> <li>Role play: festival dress up and dance corner, festivities: Christmas, Diwali, Hannukah)</li> </ul>	<p><b>DT</b></p> <ul style="list-style-type: none"> <li>Textiles: Bookmarks (KAPOW)</li> <li>Make porridge</li> <li>Make gingerbread playdough</li> <li>Make pancakes</li> <li>Make story maps</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>Acting out traditional tales</li> <li>Retell stories with puppets</li> <li>Performing a Dragon dance</li> <li>Role play: Three Bears house, Gingerbread café, Three Pigs construction site</li> </ul>	<p><b>Performance</b></p> <ul style="list-style-type: none"> <li>Role play: Police/fire station, builder's yard, hospital, superhero</li> </ul>	<p><b>Performance</b></p> <ul style="list-style-type: none"> <li>Role play: Supermarket, flower shop, garden centre</li> </ul>	<ul style="list-style-type: none"> <li>Father's Day cards</li> <li>Mehndi patterns</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>Class worship</li> <li>Role play: Vets, zoo, train station/airplane</li> </ul>
	<p>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>					
<b>Early Learning Goal</b>	<ul style="list-style-type: none"> <li><b>Creating with Materials-</b> 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 roleplaying narratives and stories,</li> <li><b>Being Imaginative and Expressive-</b> 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 and move in time with Music.</li> </ul>					
<b>R.E</b>	<p><b>EYFS 1 I am special</b></p> <p><b>EYFS 2 Harvest</b></p>	<p><b>EYFS 4 Christmas</b></p> <p><b>World Faith Unit</b> Hinduism - Diwali Judaism – Hanukah</p>	<p><b>EYFS 5 Stories Jesus heard</b></p> <p><b>EYFS 6 Stories Jesus told</b></p>	<b>EYFS 7 Easter</b>	<b>EYFS 11 Special Times</b>	<b>EYFS 9 Special Places</b>
<b>Extra Curricular Enrichment/ Cultural capital</b>	<ul style="list-style-type: none"> <li>Nature/Autumn walk</li> <li>Story time/visits from key staff in school</li> <li>Harvest – making vegetable soup</li> </ul>	<ul style="list-style-type: none"> <li>Visits to church – Christingle &amp; Christmas</li> <li>Infant Nativity Play</li> <li>Diwali themed day – visitor</li> <li>Christmas party</li> <li>Pantomime</li> </ul>	<ul style="list-style-type: none"> <li>Nature / Winter walk</li> <li>Chinese New Year themed week</li> <li>Shrove Tuesday</li> <li>Higher Walton Book Day</li> <li>Visit from Reverend Hannah</li> </ul>	<ul style="list-style-type: none"> <li>Visits from real life superheroes (staff in school, community workers, fire station)</li> <li>Visits to church - Mother's Day assembly &amp; Easter play</li> <li>Walk to local playground</li> <li>Walk around the village</li> </ul>	<ul style="list-style-type: none"> <li>Growing plants</li> <li>Visit to Church – Special Places RE unit</li> <li>Faith friend visitor – Kash from Sikh temple</li> </ul>	<ul style="list-style-type: none"> <li>Nature / Summer walk</li> <li>Transition visits to new class</li> <li>Visit to church – Leavers Assembly</li> <li>End of year party</li> </ul>
<b>Parental engagement</b>	<ul style="list-style-type: none"> <li>Family photo wall</li> <li>Baby photos</li> <li>All about me bags</li> </ul>	<ul style="list-style-type: none"> <li>Infant Nativity</li> </ul>	<ul style="list-style-type: none"> <li>Book day costumes</li> </ul>	<ul style="list-style-type: none"> <li>Mother's Day tea party</li> </ul>	<ul style="list-style-type: none"> <li>Sports Day</li> </ul>	<ul style="list-style-type: none"> <li>Father's Day breakfast</li> <li>Summer Fair</li> <li>Class worship</li> </ul>

**Early Learning Goals - for the end of the year - Holistic / best fit Judgement!**

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p><b>ELG: Listening, Attention and Understanding</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p><b>ELG: Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate - where appropriate - key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p><b>ELG: Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>ELG: Numerical Patterns</b></p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</p> <p><b>ELG: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</p>