

EYFS Long Term Plan

2025-26

Characteristics of Effective Learning

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

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

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

Topic overview

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
All are welcome!	Let's celebrate	Once upon a time...	Amazing animals and humans	Come outside!	The city or the seaside?

The big questions!

Who am I? Where do I live? What am I good at?	What is a celebration? What do we celebrate?	Who lives in fairy tale land? Who is afraid of the big bad wolf?	What is alive? Who made these footprints?	How does your garden grow? Does the moon shine?	Who/what lives in the sea/seaside? What is it like the city?
--	---	---	--	--	---

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
All are welcome!	Let's celebrate	Once upon a time...	Amazing animals and humans	Come outside!	The city or the seaside?
<i>Possible texts</i>					
All are welcome Mixed The dot Owl Babies The Little Red Hen Room on the Broom Funnybones Supertato Colour Monster The Scarecrow's Wedding Pumpkin Soup	The Jolly Postman The Jolly Christmas Postman Christmas Story / Nativity Rama and Sita Stickman Dogger – old toys Jesse Tree Little Glow The Best Diwali Ever	The Emperors Egg! Tiger who came to tea Goldilocks Little Red Riding Hood Three Little Pigs Farmer Duck Hansel & Gretel The Ugly Duckling	The Tadpoles Promise The Billy Goats Gruff What the Ladybird Heard Rosie's Walk Dear Zoo Handa's surprise	The Way Back Home The Naughty Bus Mr. Gumpy's Outing The Train Ride Bob, The Man on the Moon Beegu The Very Hungry Caterpillar Aghh Spider! Smeds and the Smoos Katie and the starry night series	Lighthouse Keeper's Lunch Under the Sea Non – Fiction P is for Passport See Inside London Tiddler Somebody Swallowed Stanley The Snail and the Whale Sharing a Shell Big Book of the UK What the Ladybird Heard at the Seaside The Wide Sea
<i>Wow moments!</i>					
Autumn walk Harvest festival Class Mass Birthdays Favourite Songs Potions What do I want to be when I grow up?	Guy Fawkes / Bonfire Night Remembrance Day Christmas Time / Nativity Diwali Black History Month Road Safety Stories by the Fireside World Space Week Anti- Bullying Week (friendship week) Jesse Tree	Chinese New Year Lent Story Telling Week Random Acts of Kindness Week Valentine's Day Internet Safety Day Animal Art week Let's go on Safari – an animal visit	Walk to the park / Picnic Zoo trip Planting seeds Easter Weather experiments Weather Forecast videos Nature Hunt Mother's Day Book week Book at bedtime Queen's Birthday Science Week	Food tasting – different cultures Hatch butterflies Vincent Van Gogh Study Grow a sunflower Grow a vegetable Write and post a letter	Visit to the beach Under the Sea – singing songs and sea shanties Fossil hunting Father's Day Healthy Eating Week World Environment Day Anniversary of the NHS Pirate Day Sports Day

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
All are welcome!	Let's celebrate	Once upon a time...	Amazing animals and humans	Come outside!	The city or the seaside?

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**.

<u>Me and My Relationships</u> All about me What makes me special Me and my special people Who can help me? (self-regulation) Me and my feelings Know that some actions and words can hurt others feelings. Handwashing Class rules: Behavioural expectations in the class/boundaries set Class rules	<u>Valuing Difference</u> I'm special you're special Same and different Same and different families Same and different homes I am caring Kind and caring I know what it means to be respectful and to be treated with respect Independence: putting own socks and shoes on	<u>Keeping myself safe</u> What's safe to go in my body? Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe SMART rules online safety	<u>Rights and responsibilities</u> Looking after my special people: I know that caring relationships are at the heart of happy families Looking after my friends: I know what makes a good friend Being helpful at home and caring for our classroom Caring for our world Oral hygiene: teeth cleaning linked to the dental nurse Healthy eating: Fruit kebabs/making a fruit smoothie	<u>Being my best</u> Bouncing back when things go wrong: resilience Yes I can: confidence and resilience Healthy eating Move your body A good nights sleep Importance of exercise Being kind to living creatures Taking care of animals - Class pets Plants	<u>Growing and changing</u> Seasons Life stages, plants, animals, humans Life stages, human life stage, who will I be? Transition into Year 1 Year 1 readiness
--	--	--	---	---	---

Early learning Goals: Show an understanding of their own feelings and those of others, and begin to **regulate their behaviour accordingly**. Set and work towards simple goals, being able to wait for what they want and **control their immediate impulses when appropriate**. Give **focused attention to what the teacher says**, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
GENERAL THEMES	All are welcome	Let's celebrate	Once upon a time...	Amazing animals and humans	Come outside!	The city or the seaside?
BRITISH VALUES SHARING CIRCLES	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
ASSESSMENT OPPORTUNITIES	Pre-school profiles National Baseline assessment EE Baseline RE Baseline Phonics assessments EYFS team meetings	On going assessments Pupil progress meetings Parents evening info EYFS team meetings Cluster meeting	Cluster moderation EYFS team meetings Phase meeting and internal moderations	Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments Phonics assessments	Cluster moderation EYFS team meetings	Pupil progress meetings Reports Phonics assessments EYFS team meetings EOY data
PARENTAL INVOLVEMENT	Welcome meeting Tapestry Welcome mass	Tapestry Nativity Parents Evening	Tapestry Chinese New Year Music sing along assembly	Tapestry Parents Evening Class assembly	Tapestry Release the butterflies Class picnic	Tapestry Parents Evening

	<i><u>Autumn 1</u></i>	<i><u>Autumn 2</u></i>	<i><u>Spring 1</u></i>	<i><u>Spring 2</u></i>	<i><u>Summer 1</u></i>	<i><u>Summer 2</u></i>
General Themes	All are welcome!	Let's celebrate	Once upon a time...	Amazing animals and humans	Come outside!	The city or the seaside?
Communication and Language	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories AND singing Daily story time using high quality texts (from the eyfs brilliant Books list and diversity book list)	Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them About family routines and special occasions Show an interest in the lives of other people Follow instructions (settling in, putting my things away) Develop vocabulary: Word aware Talk boost intervention Model talk routines through the day. For example, arriving in school: "Good morning, how are you?")	Tell me a story! Develop vocabulary: Tell me a story - retelling stories: talk for writing Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary.	Tell me why! Develop vocabulary: Using language well Ask's how and why questions... Retell a story with story language Remember key points from a story Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. I can describe events (Chinese New Year) Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	Explain to me! Talk Boost Reciting poems and songs I can learn and recite, poems and songs: Rhyme of the week Tell me a story - retelling stories: talk for writing I can listen to and engage in and talk about selected non-fiction I can articulate my ideas and thoughts into well-formed sentences I ask questions to find out more	Can you recount an event? I can learn and recite, poems and songs: Rhyme of the week I can listen to, engage in and talk about non-fiction Using the iPad to take a photograph I can describe events in some detail: Trip, butterfly/frog life cycle	Tell me about differences? I can learn and recite, poems and songs: Rhyme of the week I can talk about similarities and differences between things in the past and now (seaside) I can talk about the experiences I have had at different points in the school year (end of year video)

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
General Themes	All are welcome	Let's celebrate!	Once upon a time...	Once upon a time amazing animals and humans	Come outside!	The city or the seaside?
Physical development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
Fine motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. CP opportunities for Fine Motor Activities	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Taking shoes off and putting them on	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / zips Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego
Gross motor	Balance Different ways of moving Negotiate space Travelling with confidence	Ball skills: throwing, catching, kicking Using different sized balls Follow the rules of a game	Move energetically Copy basic actions Move to music Negotiate space	Balance Jumping and landing Awareness of space	Follow the rules of a game Use a racket/bat I can join in with a game	Running skills Sports day PE taster sessions
CONTINUOUS PROVISION; Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play- climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good options From Development Matters 20': Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.						

General Themes	All are welcome	Let’s celebrate!	Once upon a time...	Once upon a time amazing animals and humans	Come outside!	The city or the seaside?
Literacy Comprehension Developing a passion for reading. Drawing club Squiggle While You Wiggle Children will visit the school library weekly Word Reading Children will be working in groups for phonics.	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)					
	I can show a preference for a book, song or rhyme.	I can talk about events and characters in a story read to me. I can join in with rhymes and stories. I can fill in missing words from well-known rhymes	I can show interest and answer simple questions about the text I use words that I know to check my reading makes sense	I can demonstrate understanding when talking about what I have read I can repeat words or phrases to check my reading	I am beginning to notice if my reading makes sense and looks right I think about what I already know to help me with my reading I can say rhymes by heart I can sometimes notice errors I know that illustrations can help me make sense of my reading	I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG) I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)
	Time for Phonics Orally blend sounds to make simple words Link sounds to letters, naming and sounding letters of the alphabet Use decoding to read – using build and blend strategy I can handle books correctly and follow print left to right, top to bottom I can locate the title I can segment and blend words orally I can recognise words that rhyme	Time for Phonics Phase 2 Decode a number of regular words using Phase 2 phonemes Link sounds to letters, naming and sounding letters of the alphabet Use decoding to read – using build and blend strategy I can link some sounds to letters I am beginning to blend and segment in order to read vc and cvc words I am beginning to match spoken word to written word (1 to 1 cor) across 2-3 lines of print I can read some Phase 2 words including some tricky words	Time for Phonics Phase 2/Phase 3 phonemes with build and blend strategy Link sounds to letters, naming and sounding letters of the alphabet Use decoding to read – using build and blend strategy Use phonic knowledge to attempt unknown words. I can locate and recall the title I can read with 1-1 correspondence I can read some common irregular words (Phase2/3) I can link all sounds to letters I can solve simple words by blending sounds and I check what I read makes sense and sounds right	Time for Phonics Phase 3 phonemes with build and blend strategy Link sounds to letters, naming and sounding letters of the alphabet as well as digraphs (Phase 3 phonemes). Use decoding to read – using build and blend strategy – towards automatically reading known words Use phonic knowledge to attempt unknown words I can read and understand simple sentences I can use phonic knowledge to read and decode regular words I can read all Phase 2 words I can read some of Phase 3 words	Time for Phonics Phase 3 phonemes/Phase 4 (combination of adjacent consonants) with build and blend strategy Link sounds to letters, naming and sounding letters of the alphabet as well as digraphs (Phase 3 phonemes). Blend phonemes to read a range of words using build and blend towards automaticity, fluency and accuracy. I can read phase 3 words (decodable and tricky) I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG) I can read words consistent with my phonic knowledge by sound blending (ELG) I can re-read books showing increased accuracy and fluency	Time for Phonics Phase 3 phonemes/Phase 4 (combination of adjacent consonants) with build and blend strategy Link sounds to letters, naming and sounding letters of the alphabet as well as digraphs (Phase 3 phonemes). Blend phonemes to read a range of words using build and blend towards automaticity, fluency and accuracy End of term assessments Transition work with Year 1 staff

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
GENERAL THEMES	All are welcome!	Let's celebrate	Once upon a time...	Amazing animals and humans	Come outside!	The city or the seaside?
WRITING DRAWING CLUB	Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Name writing Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Writing for a purpose in role play	Name writing, labelling, talk for writing block, story scribing. Retelling stories, letter writing (Stick Man, to Santa) Writing tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.	Exciting adjectives 'Wow words' Rhyming words/sentences Instructions Captions Writing recipes, lists.	Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions – life cycles Character descriptions. Order the Easter story Write a recount	Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Acrostic poems	Non fiction Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories.

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>GENERAL THEMES</u>	All Are Welcome!	Let's celebrate	Once upon a time...	Amazing animals and humans	Come outside!	The city or the seaside?
Maths	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.					
	BASELINE Just Like me	Light & Dark It's me 123!	Alive in 5 Growing 678	Building 9&10 Consolidation	To 20 and beyond First Then Now	Find my Pattern On the Move

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Getting to know you (Take this time to play and get to know the children!)		Just like me!			It's me 1, 2, 3!			Light and Dark			
Spring	Alive In 5!		Growing 6, 7, 8			Building 9 and 10			Consolidation			
Summer	To 20 and Beyond		First, then, now			Find My Pattern			On the Move			

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>GENERAL THEMES</u>	All are welcome!	Let’s celebrate	Once upon a time...	Amazing animals and humans	Come outside!	The city or the seaside?
Understanding the world They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.	Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.					
	- Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. I can describe people who are familiar to me - Show interest in the lives of other people who are familiar to me - I can recognise that people have different beliefs and celebrate special times in different ways - Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. - I can show an interest in different occupations and ways of life - I can talk about things I have observed such as animals - I show care for living things (class pets) - I can ask questions about aspects of my familiar world such as the place where I live or the natural world	- Guy Fawkes: compare and contrast character from stories, including figures from the past: looking at clothes - I can talk about significant events in my own experience - I can talk about why things happen: - I can recognise and describe special times or events for family or friends	- Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see - Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. - Celebrate Chinese New year - Recognising that people have different beliefs - Respecting difference Talk about lives of people around us - Talk about experiences at different points in the year (class calendar for each month) - Changing seasons: winter - Ice experiments - Knowing there are different countries in the world (China, Poland) - I have explored google earth - I understand the effects of changing seasons on the world around me	- Similarities and differences between countries/environments/Africa/Anim als - Maps of our journey to school/looking on Google Earth: features of local environment, maps of local area comparing places on Google Earth: how are they similar/different? - I can describe special events (Easter) - I can understand the key features of the life cycle of an animal	- Growth & Change: frog/butterfly life cycle - I can show care and concern for living things in the environment - I can start to develop an understanding of growth, decay and changes over time - I can talk about some of the things I have observed such as plants, animals, natural and found objects - Environment: care can concern: - I can tell you what a plant needs to grow (growing the beanstalk)	- Materials: Floating / Sinking – boat building Metallic / non-metallic objects - Seasides long ago – Magic Grandad compare and contrast past and present - Share non-fiction texts that offer an insight into contrasting environments. - Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. - I can draw information from a simple map - I can talk about ways in which I can look after the environment - visit to the beach - Visit to comedy carpet - Visit from Charlie Cairoli
	Which people are special and why? Being special: where do we belong? Belonging to their family Being part of Holy Famiy	What times are special and why? Which stories are special and why? Christmas Diwali	What times are special and why? Chinese new year	What times are special and why? Which stories are special and why? What places are special and why? Church at Easter	What is special about our world? Awe and wonder: growth and change of animals	What is special about our world? Summer Solstice

	<i><u>Autumn 1</u></i>	<i><u>Autumn 2</u></i>	<i><u>Spring 1</u></i>	<i><u>Spring 2</u></i>	<i><u>Summer 1</u></i>	<i><u>Summer 2</u></i>
<i><u>GENERAL THEMES</u></i>	All are welcome!	Let's celebrate	Once upon a time...	Amazing animals and humans	Come outside!	The city or the seaside?
EXPRESSIVE ARTS AND DESIGN <i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i> <i>Work will be displayed in the classroom</i> <i>lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i>	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.					
	Join in with songs Beginning to mix colours Build stories around toys (small world) use available props to support role play Build models using construction equipment. Junk modelling, Exploring sounds and how they can be changed, tapping out of simple rhythms. Play pitch matching games, humming or singing To draw a self-portrait (enclosing lines): draw definite features Feelings – loose part faces	Use different textures and materials to make firework pictures Listen to music and make their own dances in response. Christmas decorations, Christmas cards, Divas, Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue – display The Nativity Making a stick man using natural objects Music: Christmas Songs	Van Gogh Starry Night: I can produce a piece of artwork using an artists style as a stimulus I can explore how colour can be changed I can talk about a famous artist. Making lanterns, Chinese writing, puppet making, Chinese music and composition I can recognise, create and describe pattern: animals patterns I can use various construction materials: making a goat for the Billy Goats Gruff	Make different textures; make patterns using different colours Children will explore ways to protect the growing of plants by designing scarecrows. Mother's Day crafts Artwork themed around African Art Learn a traditional African song and dance and perform it / Encourage children to create their own music. Easter Rubbings of leaves/plants I can combine media to make a collage (collage chick) Andy Goldsworthy natural art	Collage-farm animals / Making houses. Pastel drawings, Life cycles, Flowers-Sun flowers (Van Gogh) Junk modelling, houses, bridges boats and transport. Provide children with a range of materials for children to construct with. Create collaboratively: making 3d ladybird shells: papier mache: working in pairs I can use various construction materials: making a goat for the Billy Goats Gruff Rubbings of leaves/plants	Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. Colour mixing – underwater pictures. Father's Day Crafts Making models from recycled materials: link to keeping our sea clean Using clay to make a coil pot (link to the curled shell in Sharing a Shell)



Early Learning Goals – for the **end of the year** best fit judgement

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