

## EYFS Long term Plan 2022-2023

### Intent

The children who become part of the Early Years foundation Stage family across the Staffordshire Schools Multi Academy Trust will learn through engaging, high quality, fun, inspiring, play based experiences, learning opportunities and enrichments, regardless of their starting point. As an EYFS team, and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities and characteristics of effective learning. We will deliver our curriculum through a balance of adult-led, child-led and child-initiated experiences, activities and provision based on themes, stories, celebrations, events and interests. We treat our children as individuals and our curriculum aims to enrich the whole child.

Our children will grow up in a school underpinned by our core values of love, friendship and respect. These values, coupled with an environment where each child is cherished and valued as an individual, enable our children to flourish, to fly like eagles, be the best that they can be and to 'Believe and Achieve'.

This long term outline grid shares with you the overview for the possible learning experiences across the year and the opportunities that may arise through our themes. These experiences will be planned to support the children to make developmentally appropriate steps through their learning journey and are supported by the Non Statutory EYFS development matters guidance.

Alongside this the children will have daily access to a well planned and resourced continuous indoor and outdoor provision that will be regularly enhanced to suit the developmental needs, interests of the children and themes for learning.

### Implement

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Themes/ topics- flexible to each school and cohort.</b>	<p><b><u>Marvellous Me!</u></b></p> <ul style="list-style-type: none"> <li>● Settling in</li> <li>● Starting school</li> <li>● Myself/likes/ dislikes.</li> </ul>	<p><b><u>Let's Celebrate!</u></b></p> <ul style="list-style-type: none"> <li>● Diwali</li> <li>● Bonfire night</li> <li>● Autumn</li> <li>● Hibernation</li> </ul>	<p><b><u>Wonderful Winter</u></b></p> <ul style="list-style-type: none"> <li>● Winter</li> <li>● ice/melting /freezing</li> <li>● Cold places</li> </ul>	<p><b><u>Hope and New life</u></b></p> <ul style="list-style-type: none"> <li>● Easter</li> <li>● Spring</li> <li>● Growing/ plants</li> </ul>	<p><b><u>All creatures great and small</u></b></p> <ul style="list-style-type: none"> <li>● Farm animals</li> <li>● Wild animals</li> </ul>	<p><b><u>Summer fun has begun!</u></b></p> <ul style="list-style-type: none"> <li>● Mini beasts</li> <li>● Life cycles</li> <li>● Seaside</li> </ul>

<p>All based around a story, poem or non fiction text as a starting point. Holistic, cross curricular development through the topics and themes each half term.</p>	<ul style="list-style-type: none"> <li>● Feelings</li> <li>● Similarities/differences- respect for all</li> <li>● My family</li> <li>● My home</li> <li>● Where I live.</li> <li>● My school/ local area.</li> <li>● How I have changed over time</li> <li>● Family history and how family have changed over time</li> <li>● People who help us.</li> <li>● When I grow up</li> <li>● Caring for myself and my body</li> <li>● Oral hygiene/ Tooth care- this must be covered across the year and revisited.</li> <li>● My body/ senses</li> <li>● Favourite stories</li> </ul>	<ul style="list-style-type: none"> <li>● Night</li> <li>● Space</li> <li>● Anti-bullying week/ friendship week</li> <li>● Remembrance</li> <li>● Road safety</li> <li>● Christmas</li> <li>● Stories- The Gingerbread Man.</li> </ul>	<p>around the World</p> <ul style="list-style-type: none"> <li>● Animals that live in cold places</li> <li>● Stories set in the woods- Little Red Riding Hood, Goldilocks, The Gruffalo, Owl babies</li> <li>● Chinese New Year</li> </ul>	<ul style="list-style-type: none"> <li>● Life cycles- spring animals</li> <li>● Weather</li> <li>● Shrove Tuesday/ Ash Wednesday / Lent</li> </ul>	<ul style="list-style-type: none"> <li>● Sea creatures</li> <li>● Pets</li> <li>● Mini beasts</li> <li>● Pond life</li> <li>● Caring for animals</li> <li>● Caring for the world</li> <li>● Recycling, reusing etc</li> </ul>	<ul style="list-style-type: none"> <li>● Sea creatures</li> <li>● Summer</li> <li>● pirates/mermaids</li> <li>● Transport</li> <li>● Destinations around the world.</li> <li>● Hot places</li> <li>● Animals that live in hot places.</li> <li>● Suncare</li> <li>● Sports/exercis e- sports day link and sports events in the summer link.</li> <li>● Toys and games (History/UW unit) - see separate planning in Summer 2 folder</li> </ul>
<p>Possible texts</p>	<p>See MAT narrative/non narrative reading spines for themed texts.  100 recommended reads for EYFS - <a href="#">Best Books for Reception   Ages 4-5 Recommended Reads</a> and <a href="#">nursery</a></p>					

<p>Enrichment opportunities</p>	<ul style="list-style-type: none"> <li>● Forest school</li> <li>● Walk around the local area</li> <li>● Visit local church and Reverend</li> <li>● Visit local park</li> <li>● Talent show</li> <li>● Roald Dahl day</li> <li>● Black History Month</li> <li>● World Smile Day</li> <li>● Harvest festival service</li> <li>● Mobile library visits</li> <li>● Health professionals visits- dentist</li> <li>● Tesco/morrisons champion link, visits and supply of resources.</li> </ul>	<ul style="list-style-type: none"> <li>● Autumn walk</li> <li>● Anti Bullying week</li> <li>● Remembrance- visit the local memorial garden.</li> <li>● Diwali lunch</li> <li>● Road safety week</li> <li>● Christmas church service</li> <li>● Christmas play</li> <li>● Christmas themed trip</li> <li>● Mobile library visits</li> </ul>	<ul style="list-style-type: none"> <li>● Moseley Old Hall trip/ Shugborough Hall visit?</li> <li>● Mobile library visits</li> <li>● Walk in local area to observe seasonal changes</li> <li>● Chinese New Year lunch/ enrichment day</li> </ul>	<ul style="list-style-type: none"> <li>● World book day.</li> <li>● Easter church service</li> <li>● Mobile library visits</li> <li>● Gardening and planting.</li> </ul>	<ul style="list-style-type: none"> <li>● Beaudesert park farm Longdon/ Woodhouse farm Whittington.</li> <li>● Local rescue centre</li> <li>● Bring pets from home-Staff and children.</li> <li>● Litter picking. <a href="https://prod.classflow.com/classflow/#!/marketplace/filter={%22searchString%22:%22litter%20picking%22}">https://prod.classflow.com/classflow/#!/marketplace/filter={%22searchString%22:%22litter%20picking%22}</a></li> <li>● Mobile library visits</li> </ul>	<ul style="list-style-type: none"> <li>● Music workshop?</li> <li>● Heart of the country fairy trail. Wolseley Centre</li> <li>● Fradley Pond dipping.</li> <li>● Academy visits- forest school, pond dipping, picnic.</li> <li>● Bug hunt</li> <li>● Watching caterpillars change</li> <li>● World cup</li> <li>● National/international sports events</li> <li>● seaside/pirate days</li> <li>● End of year service</li> <li>● Mobile library visits</li> </ul>
	<p>National days, events and celebrations also planned into the themes, topics and enrichment e.g Jubilees, sports events, local events, community events etc.</p> <p>Make links with local supermarket champions (Morrisons and Tesco) Support with enrichment with healthy eating, resources for self care and oral hygiene.</p>					

<p>ICT links/ Class flow/ Google arts and culture linked.</p>			<ul style="list-style-type: none"> <li>● Winter sorting on Classflow marketplace.</li> <li>● Build a snowman <a href="https://ukprod.classflow.co.uk/classflow#!/presenter/d3bd533d66264eb89b06c33ad5b86e3e">https://ukprod.classflow.co.uk/classflow#!/presenter/d3bd533d66264eb89b06c33ad5b86e3e</a></li> <li>● Antarctica expedition <a href="https://artsandculture.google.com/incognito/story/owXhlec3k8Z-sA">https://artsandculture.google.com/incognito/story/owXhlec3k8Z-sA</a></li> <li>● <a href="https://artsandculture.google.com/incognito/story/vwXxDjVVKJLo-g">https://artsandculture.google.com/incognito/story/vwXxDjVVKJLo-g</a></li> <li>● Polar bears and the arctic <a href="https://artsandculture.google.com/incognito/story/4gVh-ZJ2OBnoGQ">https://artsandculture.google.com/incognito/story/4gVh-ZJ2OBnoGQ</a></li> <li>● Great Wall of China <a href="https://artsandculture.google.com/project/great-wall-of-china">https://artsandculture.google.com/project/great-wall-of-china</a></li> </ul>	<p>Easter Traditions <a href="https://artsandculture.google.com/incognito/story/OwVRJb9v6OngqQ">https://artsandculture.google.com/incognito/story/OwVRJb9v6OngqQ</a></p> <p>Easter puzzles <a href="https://g.co/arts/x2wiE5we97pUdzp9A">https://g.co/arts/x2wiE5we97pUdzp9A</a></p> <p>National Geographic Seasons <a href="https://prod.classflow.com/classflow#!/product/itemId=00c449e86e9a4d7682b12aa8906d778f">https://prod.classflow.com/classflow#!/product/itemId=00c449e86e9a4d7682b12aa8906d778f</a></p>	<p>Pets-<a href="https://prod.classflow.com/classflow#!/marketplace/filter={%22searchString%22:%22pets%22}/pageNumber=1">https://prod.classflow.com/classflow#!/marketplace/filter={%22searchString%22:%22pets%22}/pageNumber=1</a></p> <p>Sea creatures- <a href="https://prod.classflow.com/classflow#!/marketplace/filter={%22searchString%22:%22sea%20creature%22}">https://prod.classflow.com/classflow#!/marketplace/filter={%22searchString%22:%22sea%20creature%22}</a></p> <p>Wild animals- <a href="https://prod.classflow.com/classflow#!/marketplace/filter={%22searchString%22:%22wild%20animals%22}">https://prod.classflow.com/classflow#!/marketplace/filter={%22searchString%22:%22wild%20animals%22}</a></p>	<ul style="list-style-type: none"> <li>● Insects- <a href="https://artsandculture.google.com/incognito/entity/insects/m03vt0?categoryId=other">https://artsandculture.google.com/incognito/entity/insects/m03vt0?categoryId=other</a></li> </ul>
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			<a href="https://artsandculture.google.com/incognito/story/8wXxFCy7pu2HWA">https://artsandculture.google.com/incognito/story/8wXxFCy7pu2HWA</a> <ul style="list-style-type: none"> <li>● Wonders of China <a href="https://artsandculture.google.com/incognito/project/wonders-of-china">https://artsandculture.google.com/incognito/project/wonders-of-china</a></li> <li>● Pandas <a href="https://artsandculture.google.com/incognito/story/CAVRhhXC2oSo7A">https://artsandculture.google.com/incognito/story/CAVRhhXC2oSo7A</a></li> </ul>			
Parent involvement	<ul style="list-style-type: none"> <li>● Invite parents in to share skills/jobs.</li> <li>● My family picnic day</li> <li>● Photos from home and of family.</li> <li>● Sharing Evidence Me wow moments</li> <li>● Class dojo sharing wow moments</li> <li>● Stay and play session for parents</li> <li>● Monster phonics communication</li> </ul>	<ul style="list-style-type: none"> <li>● Christmas play</li> <li>● Christmas church service</li> <li>● Sharing Evidence me wow moments</li> <li>● Class dojo</li> <li>● Stay and play session for parents</li> <li>● Monster phonics communication of learning.</li> <li>● Invites to worship.</li> </ul>	<ul style="list-style-type: none"> <li>● Sharing Evidence me wow moments</li> <li>● Class dojo</li> <li>● Stay and play session for parents</li> <li>● Monster phonics communication of learning.</li> <li>● Invites to worship.</li> </ul>	<ul style="list-style-type: none"> <li>● Spring walk with families.</li> <li>● Sharing Evidence me wow moments</li> <li>● Class dojo</li> <li>● Stay and play session for parents</li> <li>● Monster phonics communication of learning.</li> <li>● Invites to worship.</li> </ul>	<ul style="list-style-type: none"> <li>● Bug hunt with family.</li> <li>● Sharing Evidence me wow moments</li> <li>● Class dojo</li> <li>● Stay and play session for parents</li> <li>● Monster phonics communication of learning.</li> <li>● Invites to worship.</li> </ul>	<ul style="list-style-type: none"> <li>● Transition events</li> <li>● Sharing Evidence me wow moments</li> <li>● Class dojo</li> <li>● Stay and play session for parents</li> <li>● Monster phonics communication of learning.</li> <li>● Invites to worship.</li> </ul>

	<ul style="list-style-type: none"> <li>of learning.</li> <li>Invites to worship.</li> </ul>					
Prime area- Communication and language	<p>The development of effective Communication and Language skills underpins all areas of learning. Quality interactions with adults who; model speaking in sentences, introduce and thread through new vocabulary, question, comment, model pronunciation, use Makaton and visuals are vital. Frequent reading, role play, small world, opportunities to talk 1-1, in small groups and in whole class situations are all effective ways to promote the development of high quality communication and language skills.</p> <p>Through our provision, experiences and themes across the year we will develop and build upon our CL skills through;</p> <ul style="list-style-type: none"> <li>Vocabulary building- themed, My turn your turn, Whole Class Reading (WCR)</li> <li>Word of the week- linked to the theme or suggested by the children.</li> <li>Elkan strategies to build understanding, listening, attention, speech, memory and pronunciation.</li> <li>Makaton</li> <li>Speaking in full sentences- stems and starters to support.</li> <li>Asking questions</li> <li>Respectful discussion, contribution, sharing opinions and thoughts using appropriate vocabulary eg I agree/disagree because...</li> <li>Songs, poems, rhymes and alliteration.</li> <li>Listening in a 1-1, small group, and whole class situations.</li> <li>Retelling and creating stories- verbal retell, small world and role play.</li> <li>Circle time.</li> <li>Show and tell</li> <li>Engaging in 'talk to your partner' to discuss.</li> <li>Sharing experiences and information about themselves with others.</li> <li>Memory games</li> </ul>					
	<ul style="list-style-type: none"> <li>Sharing and talking about photos of themselves and family.</li> <li>Circle time games- all about me themed</li> <li>Show and tell-</li> </ul>	<ul style="list-style-type: none"> <li>Sharing and talking about photos of celebrations from children's experiences.</li> <li>Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Sharing experiences of winter/pancake day/chinese new year.</li> <li>Songs, Poetry and</li> </ul>	<ul style="list-style-type: none"> <li>Sharing experiences of growth, spring, Easter.</li> <li>Songs, Poetry and</li> </ul>	<ul style="list-style-type: none"> <li>Sharing their own experiences of animals.</li> <li>Talking about pets they have at home.</li> </ul>	<ul style="list-style-type: none"> <li>Sharing their own experiences of summer, holidays.</li> <li>Talking about mini beasts/ sea creatures.</li> </ul>

	<p>bring something that is special to them.</p> <ul style="list-style-type: none"> <li>● Memory/auditory game- I went to school and I took...</li> <li>● Listening and responding to all about me stories.</li> <li>● Songs with Makaton- 1,2,3 it's good to be me.</li> <li>● Key vocabulary- all about me themed, feelings and family.</li> </ul>	<p>songs</p> <ul style="list-style-type: none"> <li>● Rhymes and poems linked to road safety, Diwali and Christmas.</li> <li>● Autumn sounds.</li> <li>● Key vocabulary- celebrations themed.</li> </ul>	<p>rhymes linked to winter, Chinese New Year and pancake day</p> <ul style="list-style-type: none"> <li>● Retelling stories verbally through small world and sequencing</li> <li>● Key vocabulary- winter, Lent Chinese New Year themed</li> <li>● Learning some key words in Chinese.</li> </ul>	<p>rhymes linked to growth, spring, Easter.</p> <ul style="list-style-type: none"> <li>● Sharing learning in the Easter service in church.</li> <li>● Key vocabulary- spring, growing, Easter themed.</li> </ul>	<ul style="list-style-type: none"> <li>● Show and tell- bring photos/ their pet to school and tell us about them.</li> <li>● Songs, rhymes and poems with an animal theme.</li> </ul>	<ul style="list-style-type: none"> <li>● Show and tell- bring photos/ their holidays to school and tell us about them.</li> <li>● Songs, rhymes and poems with an animal theme.</li> </ul>
<p>Prime area- Personal, social and emotional</p>	<p>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 and have confidence in their own abilities. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through adult supported interactions they learn how to make good friendships, co-operate, share, turn take and resolve conflicts. Our school motto, core values and tool kit thread through everything that we do.</p>					

Through our provision, experiences and themes across the year we will develop and build upon our PSED skills through;

- Settling into school and following routines.
- Building positive relationships with peers and adults.
- Settle at activities in the provision and access them with independence.
- Talking about self in positive terms 'I can...' Developing a positive mindset and a 'can do' approach.
- Use the school 'tool kit' to share the attitudes/ skills/values that are needed and that they are using.
- Playing cooperatively- playing alongside, with a peer, in a group, as part of a class, small group games, whole class games. Supported by adults who model the key skills needed when socialising.
- Turn taking.
- Sharing resources.
- Use of manners.
- Talking about feelings- self registration feeling board and reviewing this throughout the day.
- Adults supporting pupils PSED through Emotion Coaching.
- Strategies to support feelings- visuals, calming/self regulation resources.
- Talking about, following and showing awareness of the school values and motto 'believe and achieve.'
- Share successes.
- Finding solutions to problems through discussion.
- Self care and healthy me-independence with toileting, hand washing, dressing, healthy choices, oral hygiene- songs, modeling, discussion, activities to support.
- Healthy mind- Mindfulness, yoga, calm time, breathing exercises, positive affirmations, reflection of the day.

- School value links
- [Managing Feelings Part 1](#)
- [Managing Feelings Part 2](#)
- [Sharing Part 1](#)
- [Sharing Part 2](#)
- [Gentle hands and Hearts Part 1](#)

- School value links
- [Road Safety - Part 1](#)
- [Road Safety - Part 2](#)
- [Fire Safety - Part 1](#)
- [Fire Safety - Part 2](#)
- [Sound, Music and Noise - Part 1](#)

- School value links
- [Trusted Adults - Part 1](#)
- [Trusted Adults - Part 2](#)
- [Making Mistakes - Part 1](#)
- [Making Mistakes -](#)

- School value links
- [The Great Outdoors - Part 1](#)
- [The Great Outdoors - Part 2](#)
- [Planting our food - Part 1](#)
- [PLanting our food -](#)

- School value links
- [Technology part 1](#)
- [Technology - Part 2](#)
- [Water Safety - Part 1](#)
- [Water safety - Part 2](#)
- [Animals - Part 1](#)
- [Animals - Part 2](#)

- School value links
- [Taking good care of myself part 1](#)
- [Taking good care of myself - Part 2](#)
- [Being curious - Part 1](#)
- [Being curious - Part 2](#)
- [Sleep - Part 1](#)



	<ul style="list-style-type: none"> <li>● <a href="#">Gentle Hands and Hearts Part 2</a></li> <li>●</li> <li>● Use of SEAL resources.</li> <li>● Constant support, strategies and stories in place to support all round PSED, behaviour and wellbeing development.</li> <li>● Get to know you and team games.</li> <li>● Caring for our body- hand washing, oral hygiene.</li> <li>● Naming and talking about feelings.</li> <li>● Drawing faces to show emotions.</li> <li>● Making calm jars.</li> <li>● Learning and using strategies to deal with anger, sadness, to calm e.g calm jar, breathing mats.</li> <li>● Discussions about similarities and</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Sound, Music and Noise - Part 2</a></li> <li>● Use of SEAL resources.</li> <li>● Constant support, strategies and stories in place to support all round PSED, behaviour and wellbeing development .</li> <li>● Anti- bullying week- friendship themed activities and discussion.</li> <li>● Bonfire safety.- role play, fireman Sam bonfire safety videos.</li> <li>● Road safety- role play and real experiences.</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Part 2 Follow my lead - Part 1</a></li> <li>● <a href="#">Follow my lead - Part 2</a></li> <li>●</li> <li>● Use of SEAL resources.</li> <li>● Constant support, strategies and stories in place to support all round PSED, behaviour and wellbeing development.</li> <li>● Food hygiene when cooking</li> <li>● Creating a chinese new year dragon dance as a team.</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Part 2 Cities, Towns, land and Sea - Part 1</a></li> <li>● <a href="#">Cities towns, land and sea - Part 2</a></li> <li>● Use of SEAL resources.</li> <li>● Constant support, strategies and stories in place to support all round PSED, behaviour and wellbeing development.</li> <li>● Taking part in the Easter church service as a team.</li> <li>● Creating pancakes as a team</li> </ul>	<ul style="list-style-type: none"> <li>● Use of SEAL resources. Constant support, strategies and stories in place to support all round PSED, behaviour and wellbeing development.</li> <li>● SRE-Reception-summer term- caring for myself, my body, stereotypes.</li> <li>● Caring for animals.</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Sleep - Part 2</a></li> <li>● Use of SEAL resources. Constant support, strategies and stories in place to support all round PSED, behaviour and wellbeing development.</li> <li>● SRE-Reception -summer term- caring for myself, my body, stereotypes.</li> </ul>
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	<p>differences between people and families. Developing respect for all.</p>	<ul style="list-style-type: none"> <li>● Sharing and recounting own personal experiences of celebrations through photos.</li> <li>● Creating group dances for Diwlai.</li> <li>● Creating a christmas play as a team.</li> <li>● Feelings-related to celebrations.</li> </ul>	<ul style="list-style-type: none"> <li>● Den building</li> </ul>	<p>and working with other classes to do this.</p> <ul style="list-style-type: none"> <li>● Pancake races in teams.</li> </ul>		
<p>Prime area- Physical development</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. Adults will 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.</p> <p>Through our provision, experiences and themes across the year we will develop and build upon our PD skills through;</p> <ul style="list-style-type: none"> <li>● PE led by Mr Challinor/ external instructor.</li> <li>● Dance and drama- led by Georgia</li> <li>● Power of PE schemes.</li> <li>● Active Maths</li> <li>● Music- led by Miss Lambert</li> <li>● Gross motor- ball skills, using PE equipment, moving in different ways, assault courses, parachute games, trim trail</li> <li>● Sports day in the summer term.</li> <li>● Discussion of changes to the body during exercise.</li> </ul>					

	<ul style="list-style-type: none"> <li>• Adults modelling discussion and awareness of healthy choices for the body and specific vocabulary e.g vitamins, calcium, heart, dehydrate, hydrate.</li> <li>• Fine motor- threading, tweezers, cutting, painting, weaving,</li> <li>• Fine motor- Learn to draw- online tutorials. Inline with themes.</li> <li>• Dough disco.</li> <li>• Scarf dancing</li> <li>• Finger rhymes</li> <li>• Finger gym</li> <li>• Wake and shake</li> <li>• Crossing the midline exercises and movements</li> <li>• Movement/ dance with scarves</li> <li>• Rhyme write</li> <li>• Pencil control</li> <li>• Letter formation</li> <li>• Trim trail</li> <li>• Healthy mind- Mindfulness, yoga, calm time, breathing exercises, positive affirmations.</li> <li>• Walks in the local area</li> <li>• Visit to the local park- use equipment for gross motor development.</li> </ul>					
	<ul style="list-style-type: none"> <li>• Painting portraits</li> <li>• Name writing development.</li> <li>• Team games</li> <li>• Cutting out features and building a face.</li> <li>• Dressing dolls.</li> <li>• Healthy choices for myself- healthy plate, oral hygiene</li> <li>• Cooking- face</li> </ul>	<ul style="list-style-type: none"> <li>• Bhangra dancing- Diwali.</li> <li>• Firework dances- use body shapes, scarves and ribbons.</li> <li>• Safety- caring for themselves and responsibility at bonfires and road</li> </ul>	<ul style="list-style-type: none"> <li>• Lion and dragon dancing for Chinese New Year</li> <li>• Chinese New Year action songs</li> <li>• Safety and food hygiene when cooking.</li> <li>• Pancake</li> </ul>	<ul style="list-style-type: none"> <li>• Pancake day races.</li> <li>• Dough pancakes</li> <li>• Easter action songs and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• Traditional dances</li> <li>• Celebration dances.</li> <li>• Moving like different animals.</li> </ul>	<ul style="list-style-type: none"> <li>• Sports day</li> <li>• Summer games outside.</li> <li>• Parachute games</li> <li>• Commonwealth games/ world cup/ olympics links</li> </ul>

	<ul style="list-style-type: none"> <li>biscuits- use of equipment</li> <li>• Create an I can dance- I can hop, skip, slide etc</li> <li>• Build an obstacle course for a friend</li> </ul>	<ul style="list-style-type: none"> <li>safety.</li> <li>• Cooking- firework cookies- use of equipment.</li> </ul>	<ul style="list-style-type: none"> <li>day races</li> <li>• What's the time Mr Wolf group game.</li> <li>• Making and assembling moving dragons.</li> </ul>			
Specific area- Literacy	<p>It is crucial for the children to develop a love for literacy. Reading consists of two dimensions: language comprehension and word reading. Language comprehension will be developed through talking with the children about the world around them and the books they read with them. Nursery begin to develop their phonological awareness through a variety of experiences involving; music, stories, rhymes, poems, awareness of sounds, listening, oral blending and initial sounds. This will give them the fundamental skills that underpin what is needed before the teaching of word reading begins. In Reception word reading will be taught through Monster Phonics. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). We will teach writing through guided/modelled writing opportunities, opportunities for the children to write with independence with an adult nearby to support, independent writing and writing opportunities in the provision through play.</p>					
	<p>Reception- Consolidating phase 1 phonics - oral blending, initial sounds.</p> <p>Reception Monster Topics- term 1</p> <p>Reception 1-1 reading once weekly. More for pupils at risk of falling behind.</p> <p>WCR- introduction of new texts, vocabulary, comprehension, shared reading.</p> <p>Elklan- blank level questioning to</p>	<p>Reception Monster Topics- term 1</p> <p>Reception 1-1 reading once weekly. More for pupils at risk of falling behind.</p> <p>WCR- introduction of new texts, vocabulary, comprehension, shared reading.</p> <p>Elklan- blank level questioning to</p>	<p>Reception Monster Topics- term 2</p> <p>Reception 1-1 reading once weekly. More for pupils at risk of falling behind.</p> <p>WCR- introduction of new texts, vocabulary, comprehension, shared reading.</p> <p>Elklan- blank level</p>	<p>Reception Monster Topics- term 2</p> <p>Reception 1-1 reading once weekly. More for pupils at risk of falling behind.</p> <p>WCR- introduction of new texts, vocabulary, comprehension, shared reading.</p> <p>Elklan- blank level</p>	<p>Reception Monster Topics- term 3</p> <p>Reception 1-1 reading once weekly. More for pupils at risk of falling behind.</p> <p>WCR- introduction of new texts, vocabulary, comprehension, shared reading.</p> <p>Elklan- blank level questioning to</p>	<p>Reception Monster Topics- term 3</p> <p>Reception 1-1 reading once weekly. More for pupils at risk of falling behind.</p> <p>WCR- introduction of new texts, vocabulary, comprehension, shared reading.</p> <p>Elklan- blank level questioning to develop</p>

<p>introduction of new texts, vocabulary, comprehension, shared reading.</p> <p>Elklan- blank level questioning to develop comprehension and understanding skills.</p> <p>Drawing tutorials.</p> <p>Gross and fine motor development to support pencil control and grip.</p> <p>Reception writing- initial sounds, name writing, cvc words. Letter formation.</p> <p>Reception ideas for writing- Thank you cards to soldiers Letters to Santa/ list Writing about friends. Firework sounds. In the autumn I see...</p> <p>Nursery writing- Mark making, lines, circles, shapes. Mark making dice.</p> <p>Nursery phonics- Phase 1- Prime Time-</p>	<p>develop comprehension and understanding skills.</p> <p>Drawing tutorials.</p> <p>Gross and fine motor development to support pencil control and grip.</p> <p>Reception writing- initial sounds, name writing, cvc words. Letter formation.</p> <p>Reception ideas for writing- Thank you cards to soldiers Letters to Santa/ list Writing about friends. Firework sounds. In the autumn I see...</p> <p>Nursery writing- Mark making, lines, circles, shapes. Mark making dice.</p> <p>Nursery phonics- Phase 1- Prime Time-</p>	<p>questioning to develop comprehension and understanding skills.</p> <p>Drawing tutorials.</p> <p>Gross and fine motor development to support pencil control and grip.</p> <p>Reception writing- cvc words, 2 words, phrases. Letter formation.</p> <p>Reception ideas for writing- writing about winter, sequencing and writing, chinese new year menus, party lists, recipes for pancake day, shopping lists, speech bubbles for the characters in Little red riding hood, writing captions/ simple sentences to retell</p>	<p>questioning to develop comprehension and understanding skills.</p> <p>Drawing tutorials.</p> <p>Gross and fine motor development to support pencil control and grip.</p> <p>Reception writing- cvc words, 2 words, phrases, captions, simple sentences. Letter formation.</p> <p>Reception ideas for writing- life cycles, sequencing and writing about the Easter story,</p> <p>Nursery writing- Mark making, lines, circles, shapes. Mark making dice. Starting to draw clearer pictures.</p> <p>Nursery phonics-</p>	<p>develop comprehension and understanding skills.</p> <p>Drawing tutorials.</p> <p>Gross and fine motor development to support pencil control and grip.</p> <p>Reception writing- sentences. Letter formation.</p> <p>Reception ideas for writing- writing favourite about animals, pet care,</p> <p>Nursery writing- Mark making, lines, circles, shapes. Mark making dice. Starting to draw clearer pictures. First few letters of their name.</p> <p>Nursery phonics- Phase 1- Prime Time- CL, PSED, PD inks in the session,</p>	<p>comprehension and understanding skills.</p> <p>Drawing tutorials.</p> <p>Gross and fine motor development to support pencil control and grip.</p> <p>Reception writing- sentences Letter formation.</p> <p>Reception ideas for writing- sun care instructions,</p> <p>Nursery writing- Mark making, lines, circles, shapes. Mark making dice. Starting to draw clearer pictures. Develop name writing. Starting to write initial sounds.</p> <p>Nursery phonics- Phase 1- Prime Time- CL, PSED, PD inks in the session, Phase 1 phonics- Monster</p>
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	<p>circles, shapes. Mark making dice.</p> <p>Nursery phonics- Phase 1- Prime Time- CL, PSED, PD inks in the session, Phase 1 phonics- Monster Phonics themed links.</p> <p>Topic/story themed songs. Poem of the week-with actions. Daily story time. Sequencing and verbal retell Role play Small world</p> <p>Reading for pleasure/story time</p> <p>Mobile library</p>	<p>CL, PSED, PD inks in the session, Phase 1 phonics- Monster Phonics themed links.</p> <p>Topic/story themed songs. Poem of the week-with actions. Daily story time. Sequencing and verbal retell Role play Small world</p> <p>Reading for pleasure/story time</p> <p>Mobile library</p>	<p>the story.</p> <p>Nursery writing- Mark making, lines, circles, shapes. Mark making dice, drawing pictures, Writing the first letter in their name.</p> <p>Nursery phonics- Phase 1- Prime Time- CL, PSED, PD links in the session, Phase 1 phonics- Monster Phonics themed links.</p> <p>Topic/story themed songs. Poem of the week-with actions. Daily story time. Sequencing and verbal retell Role play Small world</p> <p>Reading for pleasure/story time</p>	<p>Phase 1- Prime Time- CL, PSED, PD inks in the session, Phase 1 phonics- Monster Phonics themed links.</p> <p>Topic/story themed songs. Poem of the week-with actions. Daily story time. Sequencing and verbal retell Role play Small world</p> <p>Reading for pleasure/story time</p> <p>Mobile library</p>	<p>Phase 1 phonics- Monster Phonics themed links.</p> <p>Topic/story themed songs. Poem of the week-with actions. Daily story time. Sequencing and verbal retell Role play Small world</p> <p>Reading for pleasure/story time</p> <p>Mobile library</p>	<p>Phonics themed links. Focus on initial sounds and oral blending.</p> <p>Topic/story themed songs. Poem of the week-with actions. Daily story time. Sequencing and verbal retell Role play Small world</p> <p>Reading for pleasure/story time</p> <p>Mobile library</p>
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			Mobile library			
Specific area-maths	<p>Developing the children's 'number sense' is essential. From an early age babies develop an understanding of 3 (They see 3 on a face all the time. A face has 2 eyes and 1 nose). We will build on this early understanding of number and develop the children's ability to subitise-'talk about what can be seen and how it is seen.' They will use a range of maths equipment such as tens frames, counters, cubes and counting resources, and talk about the arrangements they see, patterns, subitise, part whole, unitise and the composition of number. This will all lead to an excellent, strong understanding of numbers using numbers 0-10. 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.</p>					
	<p>Daily maths on arrival for registration-subitising and unitising.</p> <p>Reception WRM 4 weeks- baselines 3 weeks- Just like me!</p> <p>Nursery maths- see outline grid guidance</p> <p>Active maths</p> <p>Maths songs and rhymes.</p> <p>Numberblocks links.</p> <p>My age Family- numbers. Pictograms to show likes/dislikes/ to collect information on</p>	<p>Daily maths on arrival for registration-subitising and unitising.</p> <p>Reception WRM 3 weeks- It's me 1,2,3! 3 weeks- light and dark</p> <p>Nursery maths- see outline grid guidance</p> <p>Active maths</p> <p>Maths songs and rhymes.</p> <p>Numberblocks links.</p> <p>Subitising autumn objects Autumn patterns</p>	<p>Daily maths on arrival for registration-subitising and unitising.</p> <p>Reception WRM 3 weeks-Alive in 5 3 weeks-Growing 6,7,8</p> <p>Nursery maths- see outline grid guidance Focus on subitising and understanding of 0-3.</p> <p>Active maths</p> <p>Maths songs and rhymes.</p> <p>Numberblocks links.</p>	<p>Daily maths on arrival for registration-subitising and unitising.</p> <p>Reception WRM 3 weeks-Building 9 and 10 3 weeks- Consolidation</p> <p>Nursery maths- see outline grid guidance Focus on subitising and understanding of 0-3.</p> <p>Active maths</p> <p>Maths songs and rhymes.</p> <p>Numberblocks</p>	<p>Daily maths on arrival for registration-subitising and unitising.</p> <p>Reception WRM 3 weeks-to 20 and beyond 3 weeks-first, then, now</p> <p>Nursery maths- see outline grid guidance Focus on subitising and understanding of 0-3.</p> <p>Active maths</p> <p>Maths songs and rhymes.</p> <p>Numberblocks links.</p>	<p>Daily maths on arrival for registration-subitising and unitising.</p> <p>Reception WRM 3 weeks-find my patterns 3 weeks-on the move</p> <p>Nursery maths- see outline grid guidance Focus on subitising and understanding of 0-3.</p> <p>Active maths</p> <p>Maths songs and rhymes.</p> <p>Numberblocks links.</p> <p>Continuing to embed</p>

	eye colour/family etc.	Rangoli patterns	Continuing to embed all maths learnt across the year. Subitising, unitising, part whole for composition of number.  Ordinal language- The Great Race	links.  Continuing to embed all maths learnt across the year. Subitising, unitising, part whole for composition of number.  Ordinal language- Pancake races- 1st,2nd,3rd etc	Continuing to embed all maths learnt across the year. Subitising, unitising, part whole for composition of number.	all maths learnt across the year. Subitising, unitising, part whole for composition of number.
Specific area- Understanding the world	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	Reception- RE unit- Creation/God- understanding christianity document in school.  School values focus for the half term.  Curiosity box- I	Reception- RE unit- Incarnation-understa nding christianity document in school.  School values focus for the half term.  Curiosity box- I wonder...	Reception- RE unit- Why are some stories special?- online document  School values focus for the half term.  Curiosity box- I wonder...	Reception- RE unit- salvation-understan ding christianity document in school.  School values focus for the half term.  Curiosity box- I	Reception- RE unit- What happens in our church?-online document  School values focus for the half term.  Curiosity box- I wonder...	Reception- RE unit- What makes every person special, unique and important?-online document  School values focus for the half term.  Summer



	<p>wonder...</p> <p>Autumn- autumn walk, autumn treasure hunt. Animals, hibernation, woodland creatures.</p> <p>Science opportunities-using the senses, touch walk, listening walk, smelly pots, making instruments, tasting. Change over time to myself.</p> <p>Geography opportunities- our homes, our school, local area, looking on a globe maps, aerial views of these places. Schools around the world. Children and families from around the world.</p> <p>History opportunities- Exploring old and new household objects. Changes to myself</p>	<p>Autumn- autumn walk, autumn treasure hunt. Animals, hibernation, woodland creatures.</p> <p>Celebrations- Diwali, Bonfire night, Christmas.</p> <p>Science opportunities- dark tent, autumn sensory jelly,</p> <p>Geography opportunities- Autumn in the school environment and local area. Celebrations around the world- focus on where the place is, how to get there, what it is like. Google Earth explore. Christmas around the world.</p> <p>Remembrance memorial in the local area.</p>	<p>Winter</p> <p>Celebrations- Chinese New Year, Lent, Shrove Tuesday, Ash Wednesday.</p> <p>Science opportunities- exploring ice and finding ways to melt/stop melting/ refreeze, sorting hot and cold, animals that live in the cold, cooking- looking at changes to the ingredients.</p> <p>Geography opportunities- cold places around the World, learning about China linked to Chinese new year.</p> <p>History opportunities- traditions, previous experiences, Bible</p>	<p>wonder...</p> <p>Spring</p> <p>Celebrations-Lent, Shrove Tuesday, Ash Wednesday. Easter, Mother's day</p> <p>Science opportunities- exploring changes of state with chocolate, observing what happens to other foods when they melt, life cycles.</p> <p>Geography opportunities- Easter around the world</p> <p>History opportunities- traditions, previous experiences of pancake day/lent. Previous experiences of Easter. Bible links.</p>	<p>Spring</p> <p>Celebrations-Eid</p> <p>Science opportunities- animals, life cycles, growth, plants, changes in nature.</p> <p>Geography opportunities- learning about different environments for different animals. London- royal landmarks.</p> <p>History opportunities- royal families past and present.</p> <p>Caring for the world- discussing the issue of litter in the environment and problem solving.</p> <p>Cooking</p>	<p>Curiosity box- I wonder...</p> <p>Celebrations- Father's day</p> <p>Commonwealth games.</p> <p>Science opportunities-building a circuit for a lighthouse, caring for animals and the environment.</p> <p>Geography opportunities-</p> <p>History opportunities-</p> <p>Cooking-</p> <p>Forest school</p>
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	<p>over time- look at photos over time. Create and present timelines (use photos, drawings, labels, books to develop)- individual or as a team- how I have changed.</p> <p>Cooking- face biscuits, number biscuits, apple crumble, pumpkin soup.</p> <p>Forest school</p>	<p>History opportunities- Discussing the war long ago. Remembrance memorial in the local area. Personal history. Past celebration/ Christmas experiences. Timelines.</p> <p>Cooking- apple crumble, christmas biscuits</p> <p>Forest school</p>	<p>links.</p> <p>Cooking- Chinese New Year lunch</p> <p>Forest school</p>	<p>Forest school</p> <p>Cooking- Easter treats</p>	<p>Forest school</p>	
Specific area- Expressive art and design	<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.</p>					
	<p>Art opportunities-</p> <ul style="list-style-type: none"> <li>● Self portraits</li> <li>● Picasso- different style portraits.</li> <li>● Famous portraits/ artists in the art area.</li> </ul> <p>D&amp;T opportunities-</p> <ul style="list-style-type: none"> <li>● Building houses using</li> </ul>	<p>Art opportunities-</p> <ul style="list-style-type: none"> <li>● Bonfire/ firework artwork</li> <li>● Salt dough decorations</li> <li>● Decorate the tree</li> </ul> <p>D&amp;T opportunities-</p> <ul style="list-style-type: none"> <li>● Christmas</li> </ul>	<p>Art opportunities-</p> <ul style="list-style-type: none"> <li>● Winter art</li> <li>● Big bad wolf artwork</li> <li>● Forest themed art work.</li> <li>● Ice paints</li> </ul> <p>D&amp;T opportunities-</p>	<p>Art opportunities-</p> <ul style="list-style-type: none"> <li>● Mothers day cards</li> <li>● Easter cards</li> <li>● Easter crafts</li> </ul> <p>D&amp;T opportunities-</p> <ul style="list-style-type: none"> <li>● Easter treats</li> </ul>	<p>Art opportunities-</p> <ul style="list-style-type: none"> <li>● Animal painting</li> <li>● Animal salt dough creations</li> <li>● Father's day card</li> </ul> <p>D&amp;T opportunities-</p> <ul style="list-style-type: none"> <li>● Making</li> </ul>	<p>Art opportunities-</p> <ul style="list-style-type: none"> <li>● Seaside artwork- small and large scale.</li> <li>●</li> </ul> <p>D&amp;T opportunities-</p> <ul style="list-style-type: none"> <li>● Building pirate ships</li> <li>● Salt dough/clay</li> </ul>

	<p>construction toys and junk modelling materials.</p> <p>Music opportunities-</p> <ul style="list-style-type: none"> <li>● Charanga</li> <li>● All about me songs</li> </ul> <p>Forest school-</p> <ul style="list-style-type: none"> <li>● Mud faces on trees</li> <li>● Faces using loose parts</li> <li>● Autumn collage</li> <li>● Free choice</li> </ul> <ul style="list-style-type: none"> <li>● Loose parts- building faces.</li> <li>● Role play- doctors surgery, home corner, caring for babies.</li> <li>● Small world provision.</li> <li>● Wood work area</li> <li>● Wake and shake.</li> <li>● Play dough provision</li> <li>● Mud kitchen</li> <li>● Forest school</li> </ul>	<p>decorations</p> <p>Music opportunities-</p> <ul style="list-style-type: none"> <li>● Charanga</li> <li>● Bhangra dancing</li> <li>● Christmas play songs and dances</li> <li>● Christmas songs.</li> </ul> <p>Forest school-</p> <ul style="list-style-type: none"> <li>● autumn/ winter changes</li> <li>● Natural rangoli patterns</li> <li>● Decorate a tree</li> <li>● Make natural xmas decorations</li> <li>● Free choice</li> </ul> <p>Christmas cards</p>	<ul style="list-style-type: none"> <li>● Design and create a moving dragon- large and small scale.</li> <li>● Split pin big bad wolf.</li> <li>● Junk modelling Gruffalo</li> </ul> <p>Music opportunities-</p> <ul style="list-style-type: none"> <li>● Charanga</li> <li>● Perform Chinese new year dragon/ lion dances</li> <li>● Linked to topic.</li> </ul> <p>Forest school-</p> <ul style="list-style-type: none"> <li>● Winter changes</li> <li>● Free choice</li> <li>● Red riding hood themed role play and small world.</li> <li>● Pancake cafe role play.</li> <li>● Loose parts</li> </ul>	<ul style="list-style-type: none"> <li>● Split pin chick and egg.</li> <li>● Design a garden and create it using materials/ construction toys.</li> </ul> <p>Music opportunities-</p> <ul style="list-style-type: none"> <li>● Charanga</li> <li>● Spring/ Easter songs.</li> <li>● Linked to topic.</li> </ul> <p>Forest school-</p> <ul style="list-style-type: none"> <li>● Spring changes</li> </ul>	<p>crowns.</p> <ul style="list-style-type: none"> <li>● Junk model animals.</li> </ul> <p>Music opportunities-</p> <ul style="list-style-type: none"> <li>● Charanga</li> <li>● Create a jubilee song.</li> <li>● Linked to topic.</li> </ul> <p>Forest school-</p> <ul style="list-style-type: none"> <li>● Care for wildlife</li> </ul>	<p>mini beasts</p> <p>Music opportunities-</p> <ul style="list-style-type: none"> <li>● Charanga</li> <li>● Fathers day cards</li> <li>● Linked to topic.</li> </ul> <p>Forest school-</p> <ul style="list-style-type: none"> <li>● Summer changes</li> <li>● Bug hunting</li> <li>● Hapa zome</li> </ul>
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	<ul style="list-style-type: none"> <li>● Dance and drama with Georgia</li> </ul>		<ul style="list-style-type: none"> <li>● Wake and shake.</li> <li>● Play dough provision</li> <li>● Mud kitchen</li> <li>● Forest school</li> <li>● Dance and drama with Georgia</li> </ul>			
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**Impact**

We will get to know each individual child holistically through all of these experiences. We will learn more about their strengths, areas for development and plan how we will continue to support each child on their learning journey to achieve their potential.

Assessments will be ongoing and recorded on the assessment format at baseline, end of autumn 2, end of spring 2 and the summer 2 half term. Teachers will reflect on, plan and adapt the classroom provision, teaching opportunities and interventions needed to continue to support the pupils on their individual learning journeys. The EYFS team will share assessments and regularly meet to discuss progress models, share best practice and plan the next steps to support the pupils. We will moderate as a team and also in local clusters. Reception will undertake the government baseline with the class teacher. Wow moments and key achievements will be recorded using Evidence Me (photos and videos) (individual, small group, and whole class) and shared with parents. We will also use our 'Believe and Achieve' books to record a journey of the physical pieces of evidence the children create.