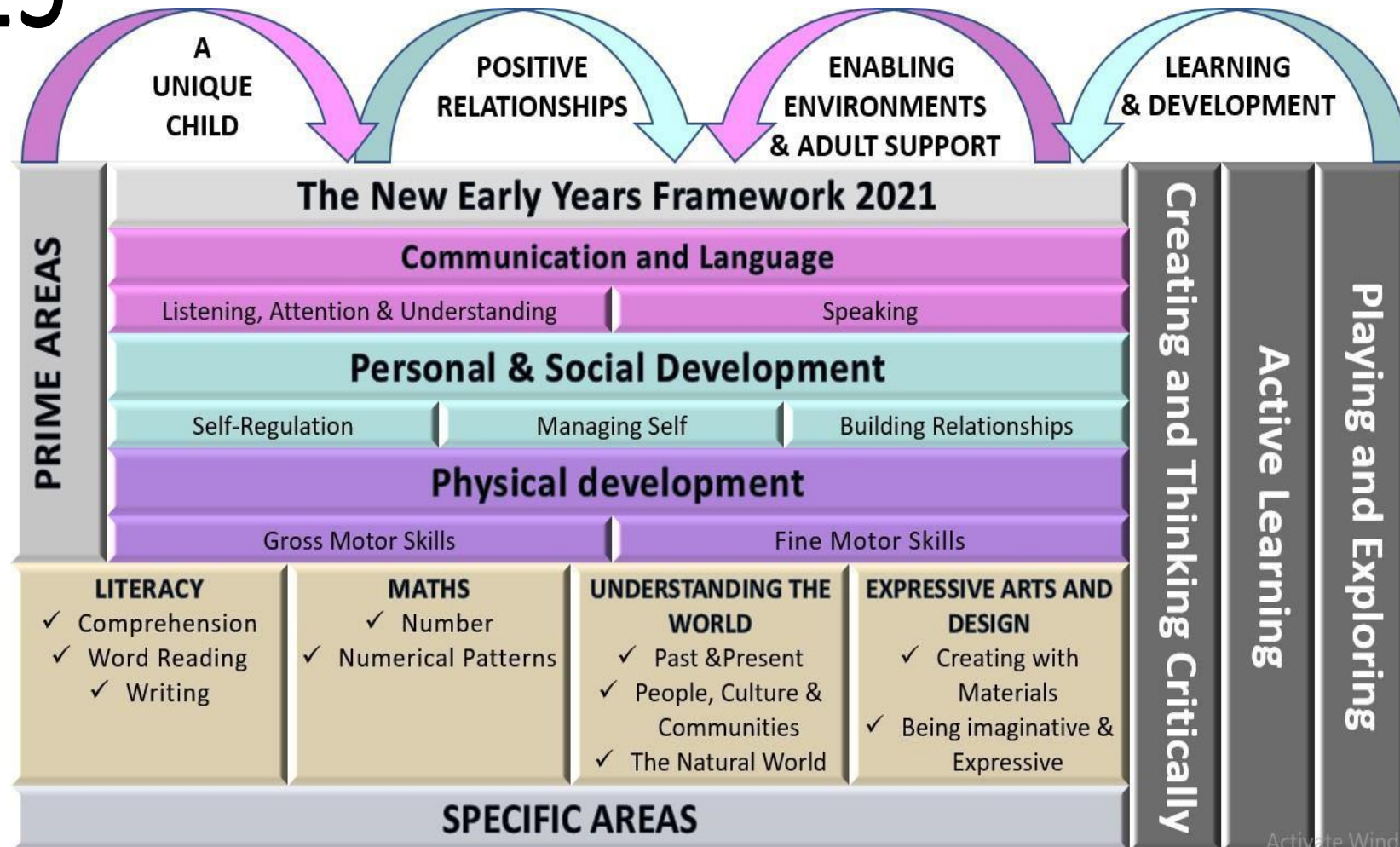


EYFS Long Term Plan 24-25

"We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At Wootton Wawen, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year."

*"Children will experience an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children wherever 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. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 2021 & children's interests."
Wootton Wawen EYFS Team*

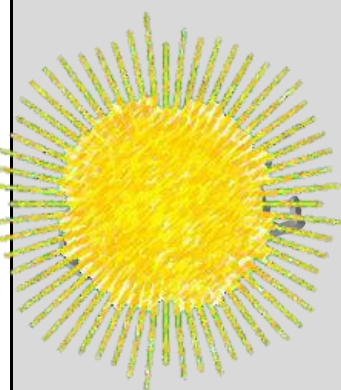
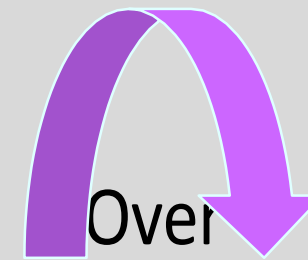


Oak Class Curriculum Overview 2024-2025



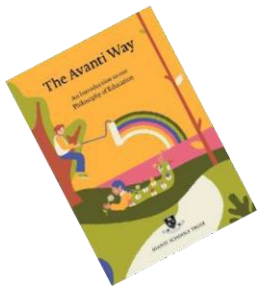
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>General Themes</p> <p><i>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</i></p> <p>WELL-BEING & Behaviour For Learning</p>	<p>All About me!</p> <p>Starting school New Beginnings Staying healthy / Food / Human Body / Teeth How have I changed? What am I good at? My family / PSED focus How do I make others feel? Being kind / staying safe Hedgehogs Animal hibernation Seasons - Autumn</p>	<p>Terrific Tales!</p> <p>Traditional Tales/Fairy Tales Harvest Diwali Christmas</p>	<p>Ticket to Ride!</p> <p>Around the Town Where in the world have you been? Where do we live in the UK/world? Types of transport Vehicles past and present Lunar New Year Seasons - Winter</p>	<p>Come Outside!</p> <p>Plants & Flowers Planting seeds The great outdoors Reduce, Reuse & Recycle Fun Science/Materials Changes in the weather</p>	<p>Amazing Animals!</p> <p>Life cycles Animals around the world Going on Safari! Climates Minibeasts Night and day Animal habitats Animal arts and crafts Seasons - Spring</p>	<p>Fun at the Seaside!</p> <p>Under the sea Marine life Floating and sinking Seasons - Summer</p>
<p>Possible Texts</p> <p>(Topic/Storytime)</p>	<p>Jake's First Day Starting School The Colour Monster/The Colour Monster Goes to School Funny Bones (Series) The Great Big Book of Families It's ok to be different How To Be a Superhero Peace at Last The Mood Monster Don't Hog the Hedge Hedgehogs Hello Autumn The Hungry Hedgehog Pumpkin Soup (Series)</p>	<p>The Gingerbread Man Dipal's Diwali The Baddies The Three Little Pigs Sleeping Beauty The Great Fairy Tale Disaster Ten Little Princesses Mixed Up Fairy Tales Goldilocks and the Three Bears Little Red Riding Hood Farmer Duck Three Billy Goats Gruff Christmas Story / Nativity The Adventures of Rama and Sita</p>	<p>The Train Ride Around the World with Max and Lemon Mr. Gumpy's Outing Whatever Next Handa's Surprise Oi! Get off my train! You Can't Take an Elephant on a Bus We're Going on a Bear Hunt Mrs Armitage On Wheels World Atlases The Great Race Hello Winter One Snowy Night</p>	<p>The Tiny Seed Oliver's Vegetables Oliver's Fruit Salad Jack and the Beanstalk One Plastic Bag Jasper's Beanstalk Dinosaurs and All That Rubbish Supertato Grass for Tea The Enormous Turnip Titch</p>	<p>The Very Hungry Caterpillar Aaaarrghh, Spider! Tiger who came to tea Owl Babies Pig in the Pond Caterpillars and Butterflies From Tadpole to Frog The Cautious Caterpillar The Zoo Vet Handa's Hen Giraffes Can't Dance The Dancing Dung Beetle Tadpole's Promise Bug's Big Trip Ten Little Bugs Hello Spring</p>	<p>Lighthouse Keeper's Lunch Under the Sea Commotion in the Ocean Starry Eyed Stan Tiddler The Rainbow Fish You Can't Take an Elephant on Holiday Sand, Waves and Ice Cream Big Blue Whale Rainbow Fish and the Big Blue Whale Sharing a Shell Sully the Seahorse Hello Summer</p>
<p>'Wow' moments / Enrichment Weeks</p>	<p>Autumn Walk (Seasons) Harvest Festival Birthdays MacMillan Coffee Morning Taking Care Project Clay hedgehogs Church visit Artist: Andy Warhol</p>	<p>Guy Fawkes / Bonfire Night Christmas Diwali Nativity Play Decorating gingerbread biscuits Remembrance day Visit to Hatton (Santa Trip) Anti- Bullying Week Church visit Artist: Georgia O'Keeffe</p>	<p>Winter Walk (Seasons) Lunar New Year Lent Valentine's Day</p>	<p>Spring Walk (Seasons) Planting seeds/potatoes Easter World Book Day Nature Scavenger Hunt Mother's Day Multi-Cultural Week Church visit Artist: India Flint</p>	<p>Butterfly Farm visit Eid Artist: Edward Saidi Tingatinga</p>	<p>Summer Walk (Seasons) Under the Sea – singing songs and sea shanties Class Assembly Sports' Week Sports' Day Church visit</p>

EYFS Long Term Plan 24-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Terrific Tales!	Ticket to Ride!	Come Outside!	Amazing Animals!	Fun at the seaside!
  Over Arching Principles	Characteristics of Effective Learning					
	<p>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</p> <p>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.</p> <p>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.</p>					
<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p>						
<p><i>PLAY: At Wootton Wawen School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of ‘Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.’.</i></p> <p><i>EYFS Team</i></p>						
<p><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></p>						

The ultimate purpose of education, for adults and children, is to help them cultivate love, which is both an aesthetic and rational experience.

EYFS Long Term Plan 24-25



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Terrific Tales!	Ticket to Ride!	Come Outside!	Amazing Animals!	Fun at the seaside!
OUR VALUES	<p>Spiritual Insight/ Character Formation</p> <p>Our virtues of respect, self-discipline, courage, integrity, empathy and gratitude are tangible throughout curriculum</p> <p>Experienced Based Curriculum</p>	<p>Spiritual Insight</p> <p>Students have profound and stirring experiences of religious education, festivals</p> <p>Effective pastoral care</p> <p>The curriculum and school life make spirituality relevant and accessible to all, irrespective of faith or belief</p> <p>Positive Relationships</p>	<p>Spiritual Insight/ Educational Excellence</p> <p>Teachers and students inspired and joyful</p> <p>High quality dialogue</p> <p>Speak sincerely</p> <p>Engage in empathic dialogue</p> <p>Culture of intellectual curiosity and continuous professional development</p>	<p>Spiritual Insight/ Educational Excellence</p> <p>Holistic, values based and contextualised curriculum</p> <p>Competitive Progress</p> <p>Children actively involved in creating their own paths of learning</p> <p>Children’s passions are evident</p> <p>Committed engagement of parents/carers as co-educators.</p>	<p>Spiritual Insight</p> <p>Children evidence spiritual insight in terms of their own identity, their relationship with others, with the wider world and for some, their relationship with God</p> <p>Positive Relationships</p> <p>All are committed to their own personal journey of self-discovery</p>	<p>Spiritual Insight/ Character Formation</p> <p>Children make conscientious choices</p> <p>Promote the Common Good</p> <p>Children develop moral literacy</p>
Students take ownership of their learning						
Inspiring Learning Environments						
Pupil Voice						
Restorative practice						
Core Principles	<ul style="list-style-type: none"> ○ We are unique spiritual beings with incredible potential and we achieve our full potential by discovering and nurturing all parts of ourselves – intellectual, emotional, physical and spiritual. ○ We choose how we wish to respond to life and what we nurture within us. ○ We care for and respect all life – human, animal and plant – and live in a way that causes the least possible harm. ○ We each observe the one same reality from our own unique perspective and engage in open-minded dialogue to deeply enrich our vision. ○ We serve a higher purpose by living a meaningful and satisfying life of contribution. ○ We are nourished by personal relationships that fulfil our need to love and be loved, encouraging us to be the best we can be. 					

The symptom of an educated person is good character, which includes empathy, gratitude, courage, integrity, self-discipline and respect.

EYFS Long Term Plan 24-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Terrific Tales!	Ticket to Ride!	Come Outside!	Amazing Animals!	Fun at the seaside!
BRITISH Values <i>Assemblies / CIRCLE TIME</i> These will mirror the principles and values of our school. We will 'dip in and out of each area' each term as and when we need to.	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.	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.	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	Analyse Nursery Assessment In-house - Baseline data on entry National Baseline data by end of term Set up INSIGHT progress tracker	Ongoing assessments/ observations Baseline analysis Pupil progress meetings Parents evening info EYFS MAT meeting In house moderation Midterm Assessments Input INSIGHT data	On going assessments/ observations GLD Projections for EOY Cluster moderation Trust moderation In-house moderation Set up phonics intervention groups	Ongoing assessments/ observations Pupil progress meetings In-house moderation Parents evening info EYFS MAT meeting Input INSIGHT data	Ongoing assessments/ observations Cluster moderation Trust moderation In-house moderation	Ongoing assessments/ observations Pupil progress meetings In-house moderation EOY Reports to parents EYFS MAT meeting Input INSIGHT data EOY data (FS Profile)
Parental Involvement	Harvest Festival Church Service Home / School Agreement Phonics/reading workshop Macmillan Coffee Morning Celebration Assembly	EYFS/KS1 Nativity Play Maths workshop Parents' Evening Celebration Assembly Christmas Church Service Parents' Drop-In	Writing workshop Stay and Read morning Celebration Assembly Parents' Drop-In	Parents' Evening Celebration Assembly Easter Church Service Parents' Drop-In	Celebration Assembly Parents' Drop-In Stay and Read morning	Parent's Picnic Celebration Assembly Sports' Day Class Assembly Parents' Drop-In

We recognise that all children are unique and special.



EYFS Long Term Plan 24-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Terrific Tales!	Ticket to Ride!	Come Outside!	Amazing Animals!	Fun at the seaside!
Communication and Language <small>Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.</small>	<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>					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions (NELI), Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions. Daily story time	Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”	Tell me a story! Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.	Tell me why! Settling in activities Using language well Asks how and why questions... Discovering Passions Retell a story with story language. Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	Talk it through! Settling in activities Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: “What colour is it? Where would you find it?” Sustained focus when listening to a story.	What happened? Settling in activities Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives.	Time to share! Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.

We understand that children will make progress at different times. There is no right time... they will progress when they are ready.



EYFS Long Term Plan 24-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Terrific Tales!	Ticket to Ride!	Come Outside!	Amazing Animals!	Fun at the seaside!
Personal, Social and Emotional Development	<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, 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.</p>					
Managing Self	<p>New Beginnings See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines Supporting children to build relationships Dreams and Goals</p>	<p>Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>	<p>Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios</p>	<p>Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after animals Looking after our planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on</p>	<p>Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Taking part in sports day - Winning and losing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p>
Self - Regulation	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <ul style="list-style-type: none"> ✓ Controlling own feelings and behaviours ✓ Applying personalised strategies to return to a state of calm ✓ Being able to curb impulsive behaviours <ul style="list-style-type: none"> ✓ Being able to concentrate on a task ✓ Being able to ignore distractions ✓ Behaving in ways that are pro-social <ul style="list-style-type: none"> ✓ Planning <ul style="list-style-type: none"> ✓ Thinking before acting ✓ Delaying gratification ✓ Persisting in the face of difficulty. 					
Link to Behaviour for Learning	<p>“Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done.” Education Endowment Foundation.</p> <p><i>We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.</i></p>					





EYFS Long Term Plan 24-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Terrific Tales!	Ticket to Ride!	Come Outside!	Amazing Animals!	Fun at 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 <small>Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</small>	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	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 / Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correct	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 / Draw a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego
Daily opportunities for Fine Motor Activities	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and scooters, skateboards, wheelbarrows, prams and carts are all good options	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics ./ Balance	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics ./ Balance
Gross motor <small>real PE real Gym real Dance</small>	<p>From Development Matters 20’:</p> <p>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.</p> <p>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.</p>					

All these ideas will be revisited each term. Children need time to practice and consolidate. Repetition is a good thing.



EYFS Long Term Plan 23-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Terrific Tales!	Ticket to Ride!	Come Outside!	Amazing Animals!	Fun at the seaside!
Literacy Comprehension - Developing a passion for reading Word Reading Children will be working in different groups for Read Write Inc. SH – Focus on consolidation of set 1 sounds and Set 2 Sounds, Green words . Ditty sheets, introduction of Red Ditty Books and Purple books for more confident readers.	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)					
	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books	Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read Stories from other cultures and traditions	Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Timeline of how plants grow. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events	Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Parents reading stories Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Role play area – book characters Stories from other cultures and traditions	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.
	Phonic Sounds: RWI Set 1 whole class Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge	Phonic Sounds: RWI Differentiated groups Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as ‘the’ and ‘said’, help children identify the sound that is tricky to spell.	Phonic Sounds: RWI Differentiated groups / Ditties Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’.	Phonic Sounds: RWI Differentiated groups Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’. Children should not be required to use other strategies to work out words.	Phonic Sounds: RWI Differentiated groups: Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were’.	Phonic Sounds: RWI Differentiated groups Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition meeting with Year 1 staff

We will provide experiences which build on children’s existing knowledge and understanding in order to challenge, stimulate and extend their learning and development



EYFS Long Term Plan 23-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Terrific Tales!	Ticket to Ride!	Come Outside!	Amazing Animals!	Fun at the seaside!
Writing	<p>Texts as a Stimulus: It's okay to be different Peace at Last The Great Big Book of Families (Drawings and labels)</p> <p>TFW used as stimulus across the year</p> <p>Texts may change due to children's interests</p> <p>Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.</p> <p>Pumpkin Soup The Enormous Turnip The Little red Hen (Lists, labels and alternative endings)</p> <p>Funnybones (Story maps)</p> <p>Stanley's Stick (Speech bubbles, letters, labels)</p>	<p>Texts as a Stimulus: Goldilocks Little Red Riding Hood Three Little Pigs Three Billy Goats Gruff (Lists and labels, simple descriptive sentences and captions, retelling traditional stories and posters (guided))</p> <p>Dear Santa (Letters)</p>	<p>Texts as a Stimulus: We're Going on a Bear Hunt (Repetitive chants and rhymes)</p> <p>The Train Ride You Can't Take an Elephant on a Bus The Hundred Decker Bus Handa's Surprise (Lists, maps, postcards, labels, recounts simple sentence writing)</p>	<p>Texts as a Stimulus: Jack and the Beanstalk Jasper's Beanstalk Titch (Retelling traditional stories, story maps, simple sentence writing)</p> <p>The Tiny Seed Oliver's Vegetables Oliver's Fruit Salad Grass for Tea! (Labels, lists and instructions/recipes, diagrams)</p>	<p>Texts as a Stimulus: The Very Hungry Caterpillar Tadpole's Promise Caterpillars and Butterflies The Cautious Caterpillar (Labels, lists and simple report sentences)</p> <p>The Zoo Vet (Fact files and labels)</p> <p>Caterpillars to Butterflies From Tadpole to frog (Labels and non-fiction writing)</p>	<p>Texts as a Stimulus: The Rainbow Fish (Letters and speech bubbles)</p> <p>Sharing a Shell Tiddler (Captions, simple story writing and speech bubbles)</p> <p>Big Blue Whale Rainbow Fish and the Big Blue Whale (Non-fiction writing)</p>

We will encourage children's independence and decision-making, supporting them to learn through their mistakes.



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Terrific Tales!	Ticket to Ride!	Come Outside!	Amazing Animals!	Fun at the Seaside!
Maths <i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi</i> White Rose Maths <i>Mathematics Mastery</i>	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.					
	Getting to know you Opportunities for settling in, introducing the areas of provision and getting to know the children. Match, sort and compare Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts Talk about measure and patterns Compare size/mass/capacity Explore simple patterns Copy and continue simple patterns Create simple patterns	It’s me 1,2,3/Circles and triangles Find, subitise and represent 1,2 and 3 1 more/1 less Composition of 1,2 and 3 Identify, name and compare circles and triangles Shapes in the environment Describe position 1,2,3,4,5/Shapes with 4 sides Find, subitise and represent 4 and 5 1 more/1 less Composition of 4 and 5 Composition of 1-5 Identify, name and combine shapes with 4 sides Shapes in the environment My day and night	Alive in 5!/Mass and capacity Introduce 0 Find, subitise and represent 0-5 1 more/1 less Composition Conceptual subitising to 5 Compare mass Find a balance Explore and compare capacity Growing 6,7,8/Length, height and time Find and represent 6,7 and 8 1 more/1 less Composition of 6,7 and 8 Make pairs odd and even Double to 8 (find/make a double) Combine 2 groups Conceptual subitising of 6,7, and 8 Explore and compare length Explore and compare height Talk about time Order and sequence time	Building 9 and 10/Explore 3-D shapes Find, compare and represent 9 and 10 Conceptual subitising to 10 1 more/1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts) Doubles to 10 (find/make a double) Explore even and odd Recognise and name 3-D shapes Find 2-D shapes within 3-D shapes Use 3-D for tasks 3-D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment	To 20 and beyond/How many now? Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns Manipulate, compose and decompose Select shapes for a purpose Rotate and manipulate shapes Explain shape arrangements Compose/decompose shapes Copy 2-D shape pictures Find 2-D shapes within 3-D shapes Sharing and grouping Add more How many did I add? Take away How many did I take away?	Visualise, build and map/Make connections Identify units of repeating patterns Create and explore own pattern rules Replicate and build scenes and constructions Visualise form different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations Deepen understanding Patterns and relationships Consolidation



EYFS Long Term Plan 23-24



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Terrific Tales!	Ticket to Ride!	Come Outside!	Amazing Animals!	Fun at the seaside!
<p>Understanding the world</p> <p>RE / Festivals</p> <p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p> <p><i>Warwickshire Agreed RE Syllabus & Understanding Christianity Units</i></p>	<p>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.</p>					
	<ul style="list-style-type: none"> Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. 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. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Introduce children to different occupations and how they use transport to help them in their jobs. Listen out for and make note of children’s discussion between themselves regarding their experience of past birthday celebrations. Long ago – How time has changed. Using cameras. 	<ul style="list-style-type: none"> Can talk about what they have done with their families during Christmas’ in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen. Share different cultures versions of famous fairy tales. To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need. 	<ul style="list-style-type: none"> Use Handa’s Surprise to explore a different country. Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. Use bee-bots on simple maps. Encourage the children to use navigational language. Can children talk about their homes and what there is to do near their homes? Look out for children drawing/painting or constructing their homes. Encourage them to comment on what their home is like. Show photos of the children’s homes and encourage them to draw comparisons. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? Introduce the children to NASA and America. Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. Can children differentiate between land and water. Take children to places of worship and places of local importance to the community. 	<ul style="list-style-type: none"> Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there. Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Can children make comments on the weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Building a ‘Bug Hotel’ Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Look for children incorporating their understanding of the seasons and weather in their play. Use the BeeBots 	<ul style="list-style-type: none"> Listening to stories and placing events in chronological order. What can we do here to take care of animals in the jungle? Compare animals from a jungle to those on a farm. Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo. Nocturnal Animals Making sense of different environments and habitats. 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. After close observation, draw pictures of the natural world, including animals and plants 	<ul style="list-style-type: none"> To understand where dinosaurs are now and begin to understand that they were alive a very long time ago. Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil. Materials: Floating / Sinking – boat building Metallic / non-metallic objects 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.
	How can people show they belong together? Harvest Festival	Understanding Christianity – Why do Christians perform nativity plays at Christmas? Diwali Hanukkah Christmas	Who are the people in sacred (special) stories and why might they still be important today? Epiphany Ash Wednesday / Shrove Tuesday Lunar New Year	Understanding Christianity - Why do Christians put a cross in an Easter garden? Palm Sunday/Passover/Easter Start of Ramadan	How do people know how to treat each other? Eid	Why is the word ‘God’ so important to Christians? Summer Solstice

Developing children’s understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Terrific Tales!	Ticket to Ride!	Come Outside!	Amazing Animals!	Fun at 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>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> Kapow Schemes (D&T/Art & Design/Music) 	<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.</p> <p>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>					
	<p>Join in with songs. Explore sounds and how they can be changed, tapping out of simple rhythms. Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Begin to mix colours, self-portraits, junk modelling, take picture of children’s creations and record them explaining what they did; build models using construction equipment.</p> <p>Join in with role play games and use resources available for props.</p>	<p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats.</p> <p>Listen to music and make their own dances in response.</p> <p>Mehndi/Rangoli patterns Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems.</p> <p>The use of story maps, props, puppets & story props to encourage children to retell, invent and adapt stories.</p> <p>Role Play Party’s and Celebrations.</p>	<p>Learn a traditional African song and dance and perform it.</p> <p>Encourage children to create their own music using African rhythms.</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Retelling familiar stories using props and puppets.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition.</p> 	<p>Make different textures; make patterns using different colours.</p> <p>Explore ways to protect the growing of plants by designing scarecrows.</p> <p>Pastel drawings, printing, patterns on Easter eggs.</p> <p>Mother’s Day/Easter crafts.</p> <p>Artwork themed around Spring.</p> <p>Provide a wide range of props for play which encourage imagination.</p>	<p>Rousseau’s Tiger / animal prints .</p> <p>Clay animals / symmetrical Butterflies.</p> <p>Children select the tools and techniques they need to assemble materials that they are using.</p> <p>Use different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>The use of story maps, props, puppets & story props to encourage children to retell, invent and adapt stories.</p>	<p>Rainbow fish collages.</p> <p>Artwork themed around Spring.</p> <p>Children select the tools and techniques they need to assemble materials that they are using.</p> <p>Use different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>The use of story maps, props, puppets & story props to encourage children to retell, invent and adapt stories.</p>

At the heart of education is a positive, synergistic relationship between the teacher and the student. This dynamic creates the environment for learning to take place.



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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>ELG: Listening, Attention and Understanding</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>ELG: Speaking</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>ELG: Self-Regulation</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>ELG: Managing Self</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>ELG: Building Relationships</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>ELG: Gross Motor Skills</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>ELG: Fine Motor Skills</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>ELG: Comprehension</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>ELG: Word Reading</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>ELG: Writing</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>ELG: Number</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>ELG: Numerical Patterns</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>ELG: Past and Present</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>ELG: People, Culture and Communities</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>ELG: The Natural World</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>ELG: Creating with Materials</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>ELG: Being Imaginative and Expressive</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>

It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.