

EYFS Long Term Plan

September 2023

In the EYFS we follow the children's interest therefore we may not follow set topics. We endeavour to make learning active, hands on and most importantly fun. We explore seasonal change and celebrations through stories and real-life experiences. The focus for learning, knowledge and skills are flexible throughout the year and will be led by the children in order that purposeful and memorable experiences are provided.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/ Driver	All about me	Let's Celebrate & Healthy Me	Amazing Animals	Come Outside!	Summer's Here	Summer's Here
<p>Driver's with links to KS1</p> <p>Blue = links to KS1</p> <p>Science currently Cycle B</p> <p>Hist/Geog currently Cycle A</p>	<p>SCIENCE DRIVERS AND LINKS TO KS1 CYCLE A & B</p> <p>Are all animals the same?</p> <p>What do I know about me?</p> <p>How do I look after my teeth?</p> <p>CYCLE A</p> <p>Why are there so many leaves on the floor? –seasonal change</p> <p>CYCLE B</p> <p>Why do I get out of puff when I run?</p> <p>HIST/ GEOG DRIVERS AND LINKS TO KS1 CYCLE A</p> <p>What can we find out about where we live?</p> <p>CYCLE B</p> <p>What toys did Grandma and Grandad play with?</p>		<p>SCIENCE DRIVERS AND LINKS TO KS1 CYCLE A & B</p> <p>Amazing animals around the world</p> <p>CYCLE A</p> <p>What do I know about dinosaurs?</p> <p>CYCLE B</p> <p>What are plants and animals called?</p> <p>HIST/ GEOG DRIVERS AND LINKS TO KS1 CYCLE A</p> <p>What do we mean by a long time ago?</p> <p>CYCLE B</p> <p>Why do some animals live in cold places and some in hot places? Where would you prefer to live?</p>		<p>SCIENCE DRIVERS AND LINKS TO KS1 CYCLE A</p> <p>What are things made of?</p> <p>CYCLE B</p> <p>What plants and animals can I find under the water?</p> <p>What grows in my garden?</p> <p>HIST/ GEOG DRIVERS AND LINKS TO KS1 CYCLE A AND CYCLE B</p> <p>Who do I know that's famous?</p> <p>CYCLE A</p> <p>What do we know about sharks?</p> <p>How do I get to different places?</p> <p>CYCLE B</p> <p>Why do we take a bucket and spade to the beach?</p>	
KS1 ENQUIRIES	<p>Why are there so many leaves on the floor?</p> <p>Why are humans not like tigers?</p> <p>How will 5-a-day keep me healthy?</p> <p>What has changed since your grandparents were young?</p> <p>Where do and did the wheels on the bus go?</p> <p>What were the people who lived in our town/village like 100 years ago?</p>		<p>Why would a dinosaur not make a good pet?</p> <p>Which plant and birds would Evie find in our park?</p> <p>Why can't meekats live by the South Pole/Why can't penguins live by the equator?</p> <p>Why did the Great Fire of London start?/ What do we know about the Victorians and how they lived?</p> <p>Where would you prefer to live: England or Africa? (SUM)</p>		<p>What would Traction Man use to build our school?</p> <p>How quickly do plants grow?</p> <p>Would the Beatles have won x-factor?/How have people like Rosa Parks made the world a safer place?</p> <p>Why do we love to be beside the seaside?</p>	
Possible Trips	Settling into school – Dentist visit		Austerfield Field Centre/Cannon Farm		Seaside/The Deep	
<p>General Themes</p> <p>Some of these will be covered and some will be adapted to</p> <p>These themes may be adapted at various points to allow for children's interests to flow through the provision</p>	<p>All About me!</p> <p>Starting school / my new class/ New Beginnings/Superheroes</p> <p>People who help us (teachers focus)</p> <p>How have I changed?</p> <p>My family / PSED focus</p> <p>What am I good at?</p> <p>How do I make others feel?</p> <p>Being kind / staying safe</p> <p>Where do I live? seasons</p>	<p>Healthy Me</p> <p>Staying healthy /Food/Human body/teeth</p> <p>People who help us / Dentist focus</p> <p>Traditional Tales</p> <p>Little Red Hen - Harvest</p> <p>Familiar tales</p> <p>Gingerbread Man</p> <p>Cinderella</p> <p>The Nativity</p> <p>Christmas Lists</p> <p>Letters to Father</p> <p>Christmas</p> <p>Seasons</p>	<p>Where do all the animals lives?</p> <p>Life cycles</p> <p>Safari</p> <p>People who help us / Vets/zookeeper focus</p> <p>Animals around the world</p> <p>Climates / Hibernation</p> <p>Down on the Farm</p> <p>Mini Beasts</p> <p>Animal Arts and crafts</p> <p>Night and day animals</p> <p>Animal patterns</p> <p>David Attenborough</p> <p>Happy Habitats</p> <p>seasons</p>	<p>Come Outside!</p> <p>Plants and trees</p> <p>Weather / seasons</p> <p>Does the moon shine?</p> <p>The great outdoors</p> <p>Forest School</p> <p>Planting seeds</p> <p>Make a sculpture: Andy Goldsworthy</p> <p>Reduce, Reuse & Recycle</p> <p>Fun Science / Materials</p> <p>Seasons</p>	<p>Out and about</p> <p>Around the Town</p> <p>How do I get there?</p> <p>Where in the world have you been?</p> <p>Where do we live in the UK / world?</p> <p>Fly me to the moon!</p> <p>Vehicles past and Present</p> <p>Design your own transport!</p> <p>Who was Neil Armstrong?</p> <p>or</p> <p>People who help us general</p> <p>Farmers/shop keepers</p> <p>firemen/nurses and doctors/policemen</p> <p>Seasons</p>	<p>Fun at the Seaside! or Under the sea</p> <p>Off on holiday / clothes</p> <p>Where in the world shall we go?</p> <p>Send me a postcard!</p> <p>Marine life</p> <p>Seasides in the past</p> <p>Compare: Now and then!</p> <p>Seaside art</p> <p>People who help us at the seaside</p> <p>Seasons</p>

<p>Text</p> <p>Some of these books may be used to support the children's understanding and learning</p> <p>Blue = books used in EYFS to link with the KS1 drivers</p>	<p>qw</p> <p>Once there were Giants Stick Man The Smartest Giant The Colour Monster The Rainbow Fish Funny Bones The Big Book of Families Pete the Cat</p> <p>The growing story The story orchestra I wish you more What can you see in summer Once there were giants Giraffes can't dance Norman the slug with the silly shell Where is the green sheep The Gruffalo The same but different Wheels on the bus The truth about old people Around the table that grandad built</p>	<p>The Jolly Postman Puff the magic dragon Farmer Duck Three little pigs Hansel & Gretel The Ugly Duckling Christmas Story / Nativity</p> <p>Peekaboo Ten little finger and toes Look inside your body See inside your body</p>	<p>The Emperors Egg The Very Hungry Caterpillar Aghh Spider! Tiger who came to tea Diary of a wombat Elephant and the Bad Baby Pig in the Pond</p> <p>The Wonkey donkey Harry the happy mouse Ten little dinosaurs Dinosaur roar The dinosaur who lost his roar Dinosaur loves underpants</p> <p>See inside Ancient World See inside the History of Britain Dear Zoo The lion inside Monkey puzzle</p>	<p>The Very Hungry Caterpillar The Tiny Seed Oliver's Vegetables Jack and the Beanstalk One Plastic Bag Jasper's Beanstalk</p> <p>A seed in need Flowers, fairies and the summer Stuck Each peach pear plum The giving tree</p>	<p>The Snail and the Whale The Way back Home The Naughty Bus Mr. Gumpy's Outing The Train Ride Bob, The Man on the Moon Beegu Oi! Get off my train!</p> <p>Things that go The most magnificent thing See inside how things work Rosie Revere engineer Great women who changed the world</p>	<p>Lighthouse Keeper's Lunch Under the Sea Non – Fiction P is for Passport The Journey Zoom Passport to Paris World Atlases Tiddler</p> <p>Lucy and Tom at the seaside Under the Sea Sharing a shell What the ladybird heard on holiday Busy Holiday</p>
<p>Characteristics of Effective Learning</p>	<p style="text-align: center;">Characteristics of Effective Learning</p> <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. We must be aware of children who need greater support than others.</p> <p><i>PLAY: At Misson Primary 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>Misson EYFS Core Principles</p>	<p>We are unique 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.</p> <p>We care for and respect all life – human, animal and plant – and live in a way that causes the least possible harm.</p> <p>We each observe the one same reality from our own unique perspective and engage in open-minded dialogue to deeply enrich our vision.</p> <p>We endeavor to live a meaningful and satisfying life of contribution.</p> <p>We are nourished by personal relationships that fulfil our need to love and be loved, encouraging us to be the best we can be</p>					

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Topic/ Driver	All about me	Let's Celebrate & Healthy Me	Amazing Animals	Come Outside!	Summer's Here	Summer's Here
Communication and Language	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added , practitioners will build children's language effectively. Reading frequently to children , and engaging them actively in stories , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts , will give children the opportunity to thrive. Through conversation, story-telling and role play , where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures .					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions. Daily story time	<p>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?"</p>	<p>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.</p>	<p>Tell me why! Using language well Ask's 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.</p>	<p>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</p>	<p>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</p>	<p>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.</p>
<p>Communication and Language RE in the Early Years Foundation Stage Children listen with enjoyments to stories, songs and poems from different communities and traditions and response with relevant comments, questions or actions: Use talk to organise , sequence and clarify thinking ideas, feelings and events; Answer 'who' how' and 'why' questions about their experiences in response to stories, experiences or events from different traditions and communities; Talk about how they and others show feelings; Develop their own narratives in relation to stories they hear from different communities.</p>						

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Topic/ Driver	All about me	Let's Celebrate & Healthy Me	Amazing Animals	Come Outside!	Summer's Here	Summer's Here
Personal, Social and Emotional Development	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 understand what makes us unique and different, 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 .					
Managing Self Self - Regulation	<p>PHSE: Relationships New Beginnings See themselves as a valuable individual. Being me in my world (Family & Friendship/Safe Relat/Respecting ourselves and others Starting school Classroom routines and rules, Hygiene rules My family and your family - different families Support children in making friends and building relationships, Staying safe and seeking permission Managing and understanding my feelings and other feelings. Understanding things may change school/home learning Making Goals</p>	<p>PHSE: Relationships (Family & Friendship/Safe Relate/Respecting ourselves and others Getting on and falling out. How to deal with anger Emotions – and how to explain to others Self - Confidence Healthy me Treat others how you want to be treated. Build constructive and respectful relationships. Understanding that other children may have different customs and routines and that's ok. Celebrating other festivals Bullying week Bonfire night safety Christmas Diwali Hanukah</p>	<p>PHSE - Living in the Wider World (Belonging to a community/money and work) What rules are/caring for others/looking after the environment/being different but that's ok Looking after our planet 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>PHSE: Living in the Wider World (Belonging to a community/money and work) What money is/ jobs and people who help us I belong to different communities and that's ok. Relationships What makes a good friend? Random acts of Kindness Looking after pets 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>PHSE: Health and Wellbeing (Keeping healthy and mental wellbeing/Growing and changing/Keeping safe Keeping healthy/food and exercise/hygiene routines/sun safety 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>PHSE: Health and Wellbeing (Keeping healthy and mental wellbeing/Growing and changing/Keeping safe Feeling safe in different environments/ understanding why we are not old enough to do some things Transition to year 1 Discuss how they could help next year's Reception class Taking part in sports day - Winning and loosing 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>
	<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. Controlling own feelings and behaviours; Applying personalised strategies to return to a state of calm; Being able to curb impulsive behaviours; Being able to concentrate on a task; Being able to ignore distractions; Behaving in ways that are pro-social; Planning; Thinking before acting; Delaying gratification; Persisting in the face of difficulty. We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally/</p>					
PSED - RE in the Early Years Foundation Stage						

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Topic/ Driver	All about me	Let's Celebrate & Healthy Me	Amazing Animals	Come Outside!	Summer's Here	Summer's Here
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 . By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility . Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
<p>Fine motor</p> <p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality).</p> <p>Provide extra help and guidance when needed.</p> <p>Daily opportunities for Fine Motor Activities</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Manipulate objects with good fine motor skills</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Pencil Grip</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Develop muscle tone to put pencil pressure on paper</p> <p>Use tools to effect changes to materials</p> <p>Show preference for dominant hand</p> <p>Engage children in structured activities: guide them in what to draw, write or copy.</p> <p>Teach and model correct letter formation.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Begin to form letters correctly</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely.</p> <p>Holding Small Items / Button Clothing / Cutting with Scissors</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Hold pencil effectively with comfortable grip</p> <p>Forms recognisable letters most correctly formed</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Develop pencil grip and letter formation continually</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors /</p> <p>Start to cut along a curved line, like a circle / Draw a cross</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Form letters correctly</p> <p>Copy a square</p> <p>Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture</p> <p>Start to draw pictures that are recognisable /</p> <p>Build things with smaller linking blocks, such as Duplo or Lego</p>
<p>Gross motor</p> <p>Yoga Lesson</p> <p>Mini Football</p>	<p>Cooperation games i.e. parachute games.</p> <p>Climbing – outdoor equipment</p> <p>Different ways of moving to be explored with children</p> <p>Changing for PE / Help individual children to develop good personal hygiene.</p> <p>Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p> <p>Ball skills- throwing and catching.</p>	<p>Ball skills- throwing and catching.</p> <p>Crates play- climbing.</p> <p>Skipping ropes in outside area</p> <p>dance related activities</p> <p>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.</p> <p>Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options</p>	<p>Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking</p> <p>Ensure that spaces are accessible to children with varying confidence levels, skills and needs.</p> <p>Provide a wide range of activities to support a broad range of abilities.</p> <p>Dance / moving to music</p> <p>Gymnastics ./ Balance</p>	<p>Balance- children moving with confidence</p> <p>dance related activities</p> <p>Changing for PE</p> <p>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p>Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p>	<p>Obstacle activities children moving over, under, through and around equipment</p> <p>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.</p> <p>Dance / moving to music</p>	<p>Races / team games involving gross motor movements</p> <p>dance related activities</p> <p>Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.</p> <p>Gymnastics ./ Balance</p>

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Literacy Develop a passion for reading	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)					
Literacy Comprehension	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. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of information. 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 for LAs. 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 Jolly Phonics 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	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 plan 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	Stories from other cultures and traditions 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	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.
Literacy Reading	Phonic Sounds: 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: Whole class and 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: Differentiated groups Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with all 42 jolly phonics sounds. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm' etc	Phonic Sounds: 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: 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: Differentiated groups Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff

<p>Literacy</p> <p>Writing</p>	<p>Texts as a Stimulus: Nursery Rhymes Label characters Colour Monster (Wishing tale) – Create an I wish picture / make marks Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages – Create a Message centre!</p>	<p>Texts as a Stimulus: The Little Red Hen (Journey story) Sequence the story Speech bubbles The Three Little Pigs Create a wanted poster to catch the Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for making bread. Help children identify the sound that is tricky to spell. Sequence the story Write a sentence</p>	<p>Texts as a Stimulus: Owl Babies (Tale of Fear) CVC words / simple sentence writing using high frequency words The Sleepy Bumblebee (Cumulative) Labels and simple captions Mini beasts – Animal Fact File – Compare two animals Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board.</p>	<p>Texts as a Stimulus: Jasper Beanstalk – retell parts of the story / repeated refrains / speech bubbles Hungry Caterpillar - (Cumulative) Describe foods / adjectives Healthy Food – My Menu / Bean Diary Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions – life cycles Recount – A trip Character descriptions. Write 2 sentences</p>	<p>Texts as a Stimulus: Mr Gumpy’s Outing (Cumulative) Report about the animals falling into the water Handa’s Surprise (Journey story) Retell the story in own words / reverse the journey Describe each animals Write new version Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Acrostic poems</p>	<p>Texts as a Stimulus: Big Blue Whale (Information Text) Write facts about whales Write a postcard / diary writing My Holiday – recount Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description – Rainbow Fish Write three sentences – B, M & E.</p>
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Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/ Driver	All about me	Let's Celebrate & Healthy Me	Amazing Animals	Come Outside!	Summer's Here	Summer's Here
Maths	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently , develop a deep understanding of the numbers to 10 , the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives , including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics , look for patterns and relationships , spot connections , 'have a go' , talk to adults and peers about what they notice and not be afraid to make mistakes.					
NCETM	2023/2024 DISCRETE SESSIONS WITH A FOCUS ON NUMBER WILL BE TAUGHT FOUR DAYS A WEEK WITH SHAPE AND MEASURE BEING TAUGHT ONE DAY A WEEK.					
Maths White Rose Maths	White Rose Maths Autumn Getting to know you Just Like Me It's Me 123 Light & Dark		White Rose Maths Spring Alive in 5 Growing 6,7,8 Building 9&10 Consolidation		White Rose Maths Summer To 20 and beyond First, then, now Find my pattern On the move	
Maths White Rose Maths	Early Mathematical Experiences Counting rhymes and songs Classifying objects based on one attribute •Matching equal and unequal sets •Comparing objects and sets. Subitising. •Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shapes. Pattern and early number Recognise, describe, copy and extend colour and size patterns •Count and represent the numbers 1 to 3 •Estimate and check by counting. Recognise numbers in the environment. A number a week.	Numbers within 6 Count up to six objects. •One more or one fewer •Order numbers 1 – 6 •Conservation of numbers within six Addition and subtraction within 6 Explore zero •Explore addition and subtraction Measures Estimate, order compare, discuss and explore capacity, weight and lengths Shape and sorting Describe, and sort 2-D & 3-D shapes •Describe position accurately Calendar and time Days of the week, seasons •Sequence daily events	Numbers within 10 Count up to ten objects •Represent, order and explore numbers to ten •One more or fewer, one greater or less Addition and subtraction within 10 Explore addition as counting on and subtraction as taking away Numbers within 15 Count up to 15 objects and recognise different representations •Order and explore numbers to 15 •One more or fewer	Grouping and sharing Counting and sharing in equal groups •Grouping into fives and tens •Relationship between grouping and sharing Numbers within 20 Count up to 10 objects •Represent, order and explore numbers to 15 •One more or fewer Doubling and halving Doubling and halving & the relationship between them	Shape and pattern Describe and sort 2-D and 3-D shapes •Recognise, complete and create patterns Addition and subtraction within 20 Commutativity •Explore addition and subtraction •Compare two amounts •Relationship between doubling and halving Money Coin recognition and values •Combinations to total 20p •Change from 10p Measures Describe capacities •Compare volumes •Compare weights •Estimate, compare and order lengths	Depth of numbers within 20 Explore numbers and strategies •Recognise and extend patterns •Apply number, shape and measures Knowledge •Count forwards and backwards Numbers beyond 20 One more one less •Estimate and count •Grouping and sharing

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<p>Understanding the world The topics suggested cover a two year cycle to link with KS1.</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>					
<p>Understanding the world in the EYFS we follow the children's interest therefore we may not follow set topics. We endeavour to make learning active, hands on and most importantly fun. We explore seasonal change and celebrations through stories and real-life experiences. The focus for learning, knowledge and skills are flexible throughout the year and will be led by the children in order that purposeful and memorable experiences are provided.</p> <p>RE / Festivals</p> <p>SMSC (Spiritual, Moral Social and Cultural development) Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<p>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. Where do I live?</p>	<p>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.</p>	<p>Seasons. Listening to stories and placing events in chronological order. What can we do here to take care of animals on a farm? 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 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. Long ago – How time has changed. Using cameras.</p>	<p>Discuss what you see on a journey to the park and how will you 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 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.</p>	<p>Use Handa's Surprise to explore a different country. Discuss what they grow in their country to eat? Why does it grow better there? What can we grow? 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. Take children to places of worship and places of local importance to the community.</p>	<p>Materials: Floating / Sinking – boat building Metallic / nonmetallic objects Seasides long ago – Magic Grandad 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. Under the sea – compare animals under the sea.</p>
<p>Celebrations A SELECTION OF THE FOLLOWING CELEBRATIONS WILL BE CHOSEN</p>	<p>Which stories are special and why? Harvest Festival Sukkot</p>	<p>Which people are special and why? Diwali Hannukah Christmas</p>	<p>What places are special and why? Epiphany Ash Wednesday / Shrove Tuesday Shivaratri</p>	<p>What times are special and why? Palm Sunday Passover Easter Start of Ramadan</p>	<p>Being special: where do we belong? Eid Shavuot</p>	<p>What is special about our world? Summer Solstice</p>

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Expressive Arts and Design	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. Children get an insight into new musical worlds. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
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>- lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i>	Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment. Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did. Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas. Superhero masks.	Use different textures and materials to make houses for the three little pigs. Jasper's beanstalk. Listen to music and make their own dances in response. Castle models Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Role Play Party's and Celebrations Role Play of The Nativity	Ladybirds/bees/ animal prints / Designing homes for hibernating animals. Collage owls / symmetrical butterflies Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks. Making lanterns, Chinese writing, puppet making, Chinese music and composition Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.	Make different textures; make patterns using different colours Children will explore ways to protect the growing of plants by designing scarecrows. Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers Mother's Day crafts Easter crafts Home Corner role play Artwork themed around Eric Carle / The Seasons –Art Provide a wide range of props for play which encourage imagination. Salt dough fossils	Design and make rockets. Design and make objects they may need in space, thinking about form and function. Learn a traditional song and dance and perform it / Encourage children to create their own music. Junk modelling, houses, bridges boats and transport. Exploration of other countries – dressing up in different costumes. Retelling familiar stories Creating outer of space pictures Provide children with a range of materials for children to construct with.	Sand pictures / Rainbow fish collages Lighthouse designs Paper plate jellyfish Puppet shows: Provide a wide range of props for play which encourage imagination. Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. Colour mixing – underwater pictures. Father's Day Crafts