

## EYFS Long Term Plan 2022-2023

### Our School Vision

We believe that our children should have the aspiration and opportunity to 'Live life in all its fullness' John 10:10 and 'Shine like stars in the sky' Philippians 2:15. To have the courage to act with kindness, patience, love and peace in all the communities they serve in.  
Also see Golden Threads

### Curriculum design

Our EYFS curriculum is based on the contextual needs of each individual cohort of children and their families, alongside our local context, EYFS pedagogy and current educational research. This is a working document and our curriculum is a journey- adapted at various points to meet the needs and interests of the children as they develop through the year. All ideas will be revisited continually, children need time to practise, consolidate and deepen understanding and skills. Repetition is good. We will provide experiences which build on children's passions and existing knowledge and understanding in order to challenge, stimulate and extend their learning and development. All children are unique and special and so is their curriculum. Whilst teachers know and assess against the ELGs for the end of EY Profile they do not form our curriculum.

The **impact** of our Early Years approach is that when children leave Reception, they are:

- Happy, resilient, capable, confident and self-assured individuals
- Strong, inquisitive and independent learners who thrive in all areas of learning and development
- Capable of developing and sustaining positive relationships within their school community and beyond
- All children, except children with significant SEND, achieve Good Level of Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Golden threads- Whole School	Confident Communicators	Be Creative	Lifelong Readers	Be Curious	Understand and embrace the wider world	Be spiritually, mentally and physically healthy
Possible lines of enquiry, interests, texts or themes developed in MTP and through planning in the moment	Big Feelings What if pig? In our Class The Colour Monster Welcome to our School Everybody Welcome	Christmas stories Festivals Autumn Friendship Jobs Animals-natural world	Winter – snow ice arctic Animal homes Homes Chinese new year	Easter Pancake day Fairtrade / jobs Spring- natural world Planting/Gardening	Life cycles – Frog/butterfly/plant/sunflowers Local Area – Local park visit Spring Growing	Summer holidays (past and present) Hot places- travel Rock pools Natural world
The wider world and enrichment To be added to MTP	<i>Remembrance Day Harvest Birthdays</i>	<i>Bonfire night Christmas Diwali Hanukah Children in need Anti-Bullying week Patronal festival</i>	<i>Chinese new year Children's mental health awareness week Random Acts of kindness week Internet safety Fairtrade</i>	<i>Mother's Day Lent Easter Fairtrade</i>	<i>Start of Ramadan Eid</i>	<i>Refugee week</i>
Assessment points	Analyse information from previous settings In house baseline Observational check points- adjust LTP as needed National baseline Phonics tracking 1	Phonics tracking 2 Re-visit internal baseline <i>Pupil progress</i> Team meeting and PLODS <i>Parent meeting</i> Assessment week	Phonics tracking 3 Team meeting and PLODS	Phonics tracking 4 Team meeting and PLODS <i>Pupil progress</i> Assessment week <i>Parent meetings</i>	Phonics tracking 5 Moderation meetings Team meeting and PLODS	Phonics tracking 6 Team meeting and PLODS EYFS profile Assessment week <i>Pupil progress</i> Reports Transition meetings
Parental involvement	Welcome to our class Phonics workshop Busy start/end	Nativity/ Patronal/Carol service Busy start/end	Phonics workshop Busy start/end Stay and read morning	Busy start/end Writing workshop Easter Service	Phonics workshop Busy start/end Share a story	Busy start/end Acorn Picnic Sports Day

	Parent homework/reading evening Harvest	Maths adventure Share a story	Fairtrade Cafe			
Characteristics of effective learning	<p><b>Playing and exploring:</b> - 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><b>Active learning:</b> - 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><b>Creating and thinking critically:</b> - 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>					
Principles of EYFS	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; 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><b>Enabling environments:</b> 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><b>Learning and Development:</b> 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>					
Planning	<p>All of our planning, with the exception of Phonics, JC writing, RE and Mathematics, is based around our children's interests and needs.</p> <p>Daily 'planning' and interaction is based around 'Planning in the Moment'. Based on what the children are already deeply involved in, this way of planning relies on skilled and well-trained practitioners using quality interactions and teachable moments to draw out the children's knowledge and build on it there and then (in the moment), so that every child can make progress.</p> <p>It is important that the practitioner takes note of the child's perspective and is skilled enough to know when to intervene and when to stand back and observe, capturing the moment of engagement and running with it to support children to achieve their next steps.</p> <p>'Teaching time' is also used to either provide extra support to individuals and small groups of children or to extend and challenge, in line with our Keep Up Not Catch Up approach. 'Teaching time' is planned by adults prior to the session and is based on ongoing assessments and the children's interests. Our exciting environment both indoor and out is then enhanced to support the application of key learning, so that children are constantly remembering and embedding what they have learned.</p>					
Key Texts						

## Prime Areas

<b>Communication and language</b>	<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, storytelling 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>					
Ongoing throughout the year	<p>Learn and use new vocabulary throughout the day (see MTP and tier two vocab plan)          Listen carefully to rhymes, songs and stories, paying attention to how they sound          Learn rhymes, poems, songs and stories to build familiarity and understanding          Daily story time and reading for pleasure</p>					
<ul style="list-style-type: none"> <li>• Listening, attention and understanding</li> <li>• Speaking</li> </ul>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Listen</b> Understand how to listen carefully and why listening is important - Engage in story times - Listen during whole class situations, concentrating for a short period of time  <b>Understand</b> follow 1 step instructions.  <b>Speaking</b> Use sentences 4-6 words -Use talk and gestures in their play with others          Greet adults with appropriate responses</p>	<p><b>Listen</b> to and talk about stories to build familiarity and understanding - Listen to their peers during play situations  <b>Understand</b> follow simple instructions (2 part)  <b>Speaking</b> develop social phrases- 'Can I play with you?' 'Please can I have a go after you?' -Learn rhymes, songs and poems</p>	<p><b>Listen</b> maintain listening and concentration in a range of situations (e.g Assembly) Listen carefully in a range of situations          Engage in non-fiction books -Listen to and talk about selected non-fiction books  <b>Understand</b> maintain conversations with adults and peers, taking turns and taking into consideration what the other person has said  <b>Speaking</b> Speak in front of the class about something they are interested in using language well and asking how and why questions          discovering and sharing passions          Begin to speak in front of an audience consider the listener and take turns.</p>	<p><b>Listen</b> during whole class situations, concentrating for longer periods of time.  <b>Understand</b> -Retell the story, once they have developed deep familiarity with it, some repetition and some own words -Use talk to work out problems and organise thinking and activities, and to explain how things work and why they might happen - Ask questions to find out more and to check understanding Begin to understand questions such as who, why, when, where, how (related to familiar stories)  <b>Speaking</b> -Use past tense correctly</p>	<p><b>Listen</b> and understand instructions while busy with another task. Maintain activity while listening.  <b>Understand</b> how, why, who, when, where questions.  <b>Speaking</b> Describe events in some detail. Articulate their ideas and thoughts in well-formed sentences.           Use language to reason and begin to understand humour.</p>	<p><b>Listen</b> and respond appropriately with relevant questions, comments, or actions.  <b>Understand</b> Respond to what they hear with relevant comments and questions          Able to follow a story without pictures or props their own words.  <b>Speak</b> in well-formed sentences with some detail. Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Connect one idea or action to another using a range of connectives-during conversations with peers and adults.</p>

<b>Personal, social and emotional development</b>	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.					
Ongoing throughout the school year	At KM and SN school we use Zones of regulation to help create a shared language for behaviour for learning We plan and react to what the children need. If there are any particular issues such as sharing, friendship or issues we have noticed regarding safe guarding that the children are dealing with in the setting or at home, we would work on that area of need, either through stories or circle time to ensure we are reacting to what the cohort needs at that time. Our three key expectations for behaviour are: Be respectful – demonstrate kindness, love, patience and peace at all times Be safe Be ready Throughout the school year children will increasingly follow the 3 B's without an adult support, and understand why our values and ethos are important					
<ul style="list-style-type: none"> <li>• Self-regulation</li> <li>• Managing Self</li> <li>• Building Relationships</li> </ul> <b>PSHE</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> <li>• Can talk about feelings.</li> <li>• Welcome distractions when upset.</li> <li>• Increasingly follow rules.</li> <li>• Know likes and dislikes.</li> <li>• Independently organise belongings in the morning.</li> <li>• Manage personal hygiene.</li> <li>• Know that physical exercise is important for their health.</li> <li>• Build constructive and respectful relationships.</li> <li>• Beginning to express their feelings and consider the perspectives of others.</li> <li>• Begin to take turns and share resources.</li> <li>• Independently choose where they would like to play.</li> <li>• Continue to build constructive and respectful relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Show pride in achievements.</li> <li>• Understand behavioural expectations.</li> <li>• Can explain right from wrong and try to behave accordingly.</li> <li>• Manage their own needs.</li> <li>• Can identify kindness, patience, peace and love.</li> <li>• Seek others to share activities and experiences.</li> <li>• Can make choices and communicate what they need.</li> <li>• Begin to show persistence when faced with challenges.</li> <li>• Can keep play going by co-operating, listening, speaking, and explaining.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to know that children think and respond in different ways to them.</li> <li>• Children will know how regular teeth brushing is important for their health.</li> <li>• Children will know what a sensible amount of screen time is and why this is important for their health.</li> <li>• Can talk about their own abilities positively.</li> <li>• Confident to try new activities</li> <li>• Show resilience and perseverance.</li> <li>• Able to identify and moderate own feelings.</li> <li>• See themselves as a unique and valued individual.</li> <li>• Children will know about the importance of a good sleep routine for their health.</li> <li>• Can seek out a challenge and enjoy the process.</li> <li>• Show sensitivity to others' needs and feelings.</li> </ul>			

<b>Physical development</b>	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.					
Ongoing throughout the year	Develop skills needed to manage the school day such as lining up and mealtimes Daily access to large outdoor space to run freely, climb, slide, build, use scooters and bikes, balls Revise and refine the fundamental movements skills they have already acquired-rolling, crawling, walking, jumping, running, hopping, skipping, climbing Develop overall body strength, co-ordination, balance and agility needed to engage in future P.E					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross Motor	Children will learn to manover and use large scale equipment outside  <b>Sporting influence- key skills</b>	Children will learn to hop, jump and skip using a skipping rope. Run and walk for a sustained distance  <b>Sporting influence- core and dance</b>	Children will develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming  <b>Sporting influence- core gymnastics</b>	Walk Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball  <b>Sporting influence -core and key skills</b>	Bikability Combine different movements with ease and fluency  <b>Sporting influence- net and wall</b>	Swimming Confidently & safely use a range of large & small apparatus indoors & outdoors, alone & in a group Develop overall body strength, balance, coordination & agility  <b>Sporting influence- net and wall</b>
Fine motor  Handwriting- see literacy (writing)	Show a preference for a dominant hand Put on coat independently and try to do up buttons and zip independently Use scissors with increasing control -Adult led-scissor skills, dough gym, large painting Encourage children to cut up their food independently modelling the correct way to use knife and fork.	Develop small motor skills so that they can use a range of tools competently, safely and confidently Develop finger strength within provision-colouring, scissor activities, craft and junk modelling, small construction, zips, buttons, painting, woodwork Adult led-scissor skills, dough gym, pencil grip-name writing Adult to encourage independent dressing during P.E	Develop small motor skills so that they can use a range of tools competently, safely and confidently Develop finger strength within provision-colouring, scissor activities, craft and junk modelling, small construction, zips, buttons, painting, woodwork Encourage a tripod grip for effective writing Adult led- handwriting, scissor skills, pencil grip VC and CVC writing Adult to encourage independent dressing during P.E sessions		Develop small motor skills so that they can use a range of tools competently, safely and confidently Develop finger strength within provision-colouring, scissor activities, craft and junk modelling, small construction, zips, buttons, painting, woodwork Encourage a tripod grip for effective writing begin to develop foundations of a handwriting style Adult led- handwriting, scissor skills, pencil grip VC and CVC writing Children to dress independently with little adult support	

### Specific Areas

<b>Literacy</b>	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
Ongoing and throughout the year	<p>Retell stories for pleasure with confidence            Read simple sentences containing phase 2 and 3 and 4 phonemes fluently            Enjoy a wide range of reading for pleasure            Write with pleasure for a range of purposes, be able to read their own writing and have their writing read by others</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Developing a passion for reading</p> <p>Comprehension</p>	<p>Comprehension -Engage in story times -Enjoy joining in with rhyme, songs and poems for pleasure and for meaning            Hold a book correctly and handle with care Join in with a repeated phrase            Know text is written from left to write, top to bottom in English            Know the difference between text and illustrations.            Enjoy joining in with rhyme, songs and poems.            Explain in simple terms what is happening in a picture in a familiar story.            Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.</p>	<p>Listen to and talk about stories to build familiarity and understanding            Engage in a conversation about their reading, commenting on the illustrations and what is happening            Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories.            Learn rhymes, songs and poems.            Sequence two events from a familiar story, using puppets, pictures from book or role-play.</p>	<p>-Engage in non-fiction books -Listen to and talk about selected non-fiction            -Know parts of a book-cover, contents, blurb -            Begin to give an opinion or express a preference about a book, song or rhyme -Predict the ending of an unfamiliar book -            Answer who, what, where, when questions about new and familiar texts -            Play is influenced by books (Small world, Role play)</p>	<p>Retell stories in the correct sequence, draw on language patterns of stories.            With prompting, show understanding of many common words and phrases in a story that is read aloud to them.            Suggest how an unfamiliar story read aloud to them might end.            Give a simple opinion on a book they have read, when prompted.            Recognise repetition of words or phrases in a short passage of text.            Play influenced by experience of books            Innovate a well-known story with support.</p>	<p>Correctly sequence a story or event using pictures and/or captions.            Make simple, plausible suggestions about what will happen next in a book they are reading.            Know the difference between different types of texts (fiction, nonfiction, poetry)            Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted.            Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.</p>	<p>Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary.            Innovate a known story.            Recall the main points in text in the correct sequence, using own words and include new vocabulary.            When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.            With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	<p><b>Emergent writing</b> Engage in Mark Making with a purpose-drawing, symbols Write name on their work from copying or memory</p> <p>Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down.</p> <p><b>Composition</b> Use talk to organise describe events and experiences. (C&amp;L)</p> <p><b>Transcription spelling</b> Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p> <p><b>Transcription handwriting</b> Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles. Children recognise that there is a correct way to form letters (focus during phonics) Name writing formation</p> <p><b>Adult led writing- JC</b></p>	<p><b>Emergent writing</b> Copy adult writing behaviour -Use MM in their play to communicate meaning Makes marks and drawings using increasing control.</p> <p><b>Composition</b> Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. Observe adults writing down thoughts/sentences they say out loud first</p> <p><b>Transcription spelling</b> Orally spell VC and CVC words by identifying the sounds. Write own name.</p> <p><b>Transcription handwriting</b> Form letters from their name correctly. Recognise that after a word there is a space. Begin to show a dominant hand</p> <p><b>Adult led writing-JC</b></p>	<p><b>Emergent writing</b> Use letters for initial sounds -Remember to form some letters correctly</p> <p><b>Composition</b> Orally compose a sentence and hold it in memory before attempting to write it.</p> <p><b>Transcription spelling</b> Spell to write VC and CVC words independently using Phase 2 graphemes</p> <p><b>Transcription handwriting</b> Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p> <p><b>Adult led writing-JC</b></p>	<p><b>Emergent writing</b> Write words using phonic knowledge -Remember to form some letters correctly</p> <p><b>Composition</b> Orally compose a sentence and hold it in memory before attempting to write it.</p> <p><b>Transcription spelling</b> Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes and some tricky words</p> <p><b>Transcription handwriting</b> Holds a pencil effectively to form recognisable letters.</p> <p><b>Adult led writing-JC</b></p>	<p><b>Emergent writing</b> Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p> <p><b>Composition</b> Write a simple sentence</p> <p><b>Transcription spelling</b> Write captions and short sentences with support -Try to spell unknown words using plausible phonic chosers</p> <p><b>Transcription handwriting</b> Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</p> <p><b>Adult led writing-JC</b></p>	<p><b>Emergent writing</b> Show awareness of the different audience for writing in role play. Write simple captions, short sentences with words with known letter-sound correspondences begin to show awareness of using a capital letter and full stop</p> <p><b>Composition</b> Write a simple narrative in some short sentences with known phonetically plausible correspondence show awareness of using a capital letter and full stop.</p> <p>Begin to discuss features of their own writing e.g. what kind of story have they written.</p> <p><b>Transcription spelling</b> Write captions and short sentences independently drawing on knowledge of known grapheme correspondences</p> <p><b>Transcription handwriting</b> Use a pencil confidently to write letters that can be recognised by others and form some capital letters correctly.</p> <p><b>Adult led writing-JC</b></p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics	Little Wandle s a t p i n m d g o c k ck, e u r h b f l + TW	Little Wandle ff ll ss j v w x y z zz qu ch words with s end sh th ng nk words with s endings (hats) words with z ending (bags) +TW	Little Wandle ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters: dd mm tt bb rr gg pp ff longer words +TW	Little Wandle Review Phase 3 Words with 2 or more digraphs longer words words ending in – ing compound words words with s in the middle /z/ s words ending –s words with – es at end /z/	Little Wandle short vowels CVCC,CCVC,CCVCC,C CCVC, CCCVCC, longer words compound words root words ending in: – ing, – ed /t/, –ed /id/ /ed/ –est	Little Wandle long vowel sounds CCVC CCCVC CCV CCVCC Phase 4 words ending in –s, – es –s (z) root word ending in: – ing, – ed /t/, –ed /id/ /ed/, –ed /d/ longer words
Drama (link to EAD) Helicopter stories- progression  Talk for Writing	Adults scribing and writing down word for word, child decides part he/she would like to play and then on a simple stage to act out the story.	Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Rereading and scanning and checking writing. Child begins to write the initial sound of a word and the adult continues to write the other parts of the story	Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word which may develop to a VC and a CVC words and the adult continues to write the other parts of the story.	More phonetically correct words are written by child along with common words, e.g. 'the' and known tricky words. Can use a phonic mat or word bank to support. Adult writes any unknown words.	Child takes the pen more and more, until eventually they are writing complete phrases. Use a phonics mat to support.	Child confident to write a simple short story. Will use phonics mat independently to support transcription.



<b>Maths</b>	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.					
Ongoing throughout the year	By the end of EYFS in Acorn Class children will Investigate and explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10 Link the number symbol with its cardinal number value. Select, rotate, and manipulate shapes to develop spatial reasoning skills. Count beyond ten. Compare numbers Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Understand the 'one more/one less than' relationship between consecutive numbers. Continue, copy, and create repeating patterns. Compare length, weight, and capacity Link the number symbol to its cardinal number value					
White Rose Maths SOL	<p style="text-align: center;">Autumn 1</p> <p><b>Getting to know you</b> Opportunities for settling in, introducing the areas of provision and getting to know the children Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.</p> <p><b>Just like me!</b> Match and sort compare amounts Compare size, mass &amp; capacity Exploring pattern</p>	<p style="text-align: center;">Autumn 2</p> <p><b>It's me 1, 2, 3!</b> Circles and triangles Position language</p> <p><b>Light &amp; dark</b> Shapes with 4 sides Time</p>	<p style="text-align: center;">Spring 1</p> <p><b>Alive in 5!</b> Compare mass Compare capacity</p> <p><b>Growing 6, 7, 8</b> Length &amp; height Time</p>	<p style="text-align: center;">Spring 2</p> <p><b>Building 9 &amp; 10</b> 3d- shapes Spatial awareness Patterns</p> <p><b>Consolidation</b></p>	<p style="text-align: center;">Summer 1</p> <p><b>To 20 and beyond</b> Spatial reasoning [1] Match, rotate, manipulate</p> <p><b>First, now, then</b> Spatial reasoning [2] Compose and decompose</p>	<p style="text-align: center;">Summer 2</p> <p><b>Find my pattern</b> Spatial reasoning [3] Visualize and build</p> <p><b>On the move</b> Deepening Understanding Patterns and relationships Spatial reasoning [4] Mapping</p>
Maths Mastery NCTEM EYFS	NUMBERBLOCKS NCTEM Introduce numbers 1,2,3,4,5 Comparing, counting Counting with careful 1:1 correspondence Adding one more	NUMBERBLOCKS NCTEM Subitising 1-5 Number bonds to 5 Comparing, counting Introduce numbers 6, 7	NUMBERBLOCKS NCTEM Introduce numbers 8,9,10 Comparing and counting Adding and subtracting 1 Introduce odd/even Partitioning into equal groups	NUMBERBLOCKS NCTEM Counting larger numbers (introduce 100 square if ok) Introduce part, part whole method Introduce 0	NUMBERBLOCKS NCTEM Comparing numbers to 10 Addition and subtraction to 10 Number bonds to 10	NUMBERBLOCKS NCTEM Comparing numbers to 10 Addition and subtraction to 10 Number bonds to 10

<b>Understanding the world</b>	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences 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					
Ongoing throughout the year	Children will be confident to explore images, stories and artefacts from the past Children will know about key historical events including that Remembrance Day is to remember soldiers who died in the war. Children will know the name of the road their home and school is on Will meet members of our local community and wider community to explore their roles in society Children will visit a contrasting place including visiting a range of religious/cultural buildings Know how to grow and care for a plant Will observe changes and growth in animals (caterpillars) We will work towards a Gold RSPB outdoor challenge award Children will observe how a tree changes over the four seasons					
Past and Present (History link to KS1)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Look at past pictures of the children-baby, toddler, child and comment about how much we have grown-timeline Read stories based on children growing up-Once There Were Giants and The Growing Story -	Talk about members of their immediate family and community Name and describe people who are familiar to them Make family trees and share in small groups	Talk to the class about past events in their lives and the lives of others Encourage the children to ask relevant questions  Find out about key historical people based on PLODS e.g. Little People Big Dreams-Ernest Shackleton?	Find out about key historical events Ask questions about these events, read and watch online stories to help with understanding. Begin to comment on images and artefacts of familiar situations in the past	Read books such as Little People Big Dreams, look at art, music, photographs and artefacts depending on the PLODS	Talk about the lives of people around them and in the wider community and their roles in society. Discuss the type of jobs that are familiar to them - Little People Big Dreams of certain occupations linked to PLODS
Ongoing throughout the year	Compare and contrast characters and historical events from books, art, music, stories, including figures from the past. Read Little People Big Dreams in story time, listen to what the children say about them. During local walks visit the local historical buildings and features. Comment on the ruin and why it looks like that					
People, culture and Communities Links to KS1 Geography RE	Autumn term		Spring term		Summer term	
	Talk about the immediate school environment, where things are in the school, the Road and Village the school is in etc. Where do we live? Show on a local map Begin to draw information from a simple map Engage in map drawing in play, explore compasses and real maps		Recognise some environments that are different from the one in which they live, towns, cities, countries, continents e.g. Ripon, North Yorkshire, Leeds, London, England, Scotland, Wales, Ireland, Arctic Fairtrade The World Came to My Place Today Watch videos about food produced in different countries. Where does our food come from? Notice different places on world map		Recognise some environments that are different from the one in which they live e.g. Australia Notice different places on maps and world maps Read books about 'homes' 'school' 'play' around the world	
RE- North Yorkshire Agreed Syllabus and Understanding Christianity	Being special F5 Being Special- where do we belong?	God/Creation Why is the word God important to so many Christians?	Incarnation Why do Christians perform Nativity plays at Christmas?	Salvation Why do Christians put a cross in an Easter Garden?		Being special F6. What is special about our world?
Ongoing throughout the year	Recognise that people have different beliefs & celebrate special times in different ways -Diwali, Christmas, Chinese New Year etc. Understand that some places are special to members of their community - special places visits throughout the Year					
	Autumn term		Spring term		Summer term	

<p>The natural world Links to KS1 Science</p>	<p>Explore the outdoors in Autumn sweeping leaves and caring for our environment - Explore, play and craft with Autumn leaves, seeds, fruit and harvest veg Explore trees in our school environment</p>		<p>Explore the Winter weather and effects on the outdoors- play with and understand the processes and changes in snow and ice. Winter walk around the village Explore COLD places in the world-links to Geographical work, weather, animals, similarities and differences Identify garden birds and learn about how we can feed and take care of them Contribute to the RSPB birdwatch</p>		<p>Signs of Spring- observe trees, plants and flowers, draw pictures, recognise and name basic parts Life-cycles-observe in class (frogs/caterpillars) Growing plants, beans, gardening outside</p> <p>Spring walk around the village -Explore HOT places in the world-links to GEOG weather, animals, similarities and differences</p> <p>Notice the Summer weather and effects on the outdoors and themselves (links to PSED-keeping safe in the sun)</p>	
<p>Outdoor learning focus- RSPB award</p>	<p>Trees and Leaves</p>	<p>British Wildlife</p>	<p>Garden birds</p>	<p>Spring</p>	<p>Mini beasts</p>	<p>Wild flowers</p>
<p><u>Ongoing</u> <u>throughout the</u> <u>year</u></p>	<p>Understand the effect of changing seasons on the natural world around them Local walk every season to look at change, learning outdoors daily-comment on weather and seasonal changes Enjoy and talk about books based on Seasons and weather Describe what they see, hear, feel whilst outside Explore the natural world around them Make observations and drawing pictures of animals and plants -Understand some important processes and changes-melting ice, floating, sinking, shadows, magnets</p>					

Expressive arts and design	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.		
	Autumn term	Spring term	Summer term
Creating with materials Art and Design DT (for food see PSED)	<p>Possible Artist study- Jackson Pollock, Yayoi Kusama, Piet Mondrian, Kandinsky- making a mark</p> <p>Portraits (link to myself)</p> <p>Children will explore colours using different mediums including paints.</p> <p>Children will know how to draw a person – head, body, arms, legs and facial features.</p> <p>Children will join materials using treasury tags, staples, split pins, make brace joins</p>	<p>Possible Artist study- Yves Klein, David Hockney A local Artist</p> <p>Children will know how to mix primary colours to make secondary colours using paints. Children will paint using different materials.</p> <p>Children will know how to use different techniques to make 2D collages.</p> <p>Children will know how to make a slot join.</p> <p>Children will begin to know which glue, tape, join etc. to use for their chosen purpose</p>	<p>Possible Artist study- Matisse, Van Gogh, Andy Goldsworthy An artist linked to historical or geographical enquiry</p> <p>Children will know how to make different shades of the same colour. Children will explore drawing techniques using different materials.</p> <p>Children will explore printing</p> <p>Children will know how to make a flange join.</p> <p>Children will know how to sew to join.</p>
Ongoing throughout the year	<p>Explore, use and refine a variety of artistic effects to express ideas and feelings</p> <p>Children will explore a range of painting, 3D modelling, woodwork, messy play, collage, cutting, dough and clay sculptures</p> <p>Return to work and build on previous learning, refining ideas and developing ability to represent them</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Colour mixing</p>		
Being imaginative and expressive Music and drama	<p>Exploring Sounds Vocal sounds</p> <p>Body sounds</p> <p>Instrumental sounds</p> <p>Environmental sounds</p> <p>Nature sounds</p> <p>Celebration Music including Harvest and Nativity songs and performance</p>	<p>Movement and Music -Action songs</p> <p>Finding a beat</p> <p>Exploring tempo</p> <p>Exploring tempo &amp; pitch through dance Music &amp; movement performance</p>	<p>Music and stories</p> <p>Moving to music</p> <p>Using instruments to represent characters and actions</p> <p>Story telling</p> <p>Musical story composition and performance</p>
Ongoing throughout the year	<p>Exploring tuned and untuned instruments</p> <p>Develop storylines in their pretend play making use of props and materials.</p> <p>Enjoy learning to sing and perform songs, rhymes and poems</p>		