

Threshfield Primary School Early Years Foundation Stage Long Term Plan

In the EYFS there will be incidental and child-initiated learning that will take place in the moment and will not be on long term plans.

This is an essential part of young children's learning and it is important to not miss these opportunities.

They will be embraced and can be added to plans retrospectively.

	Autumn Term		Spring Term		Summer Term	
Term	One	Two	One	Two	One	Two
Theme	Marvellous Me	Let's Celebrate	On the Move	My Local Area	Growing	The World Around Us
Hooks for Learning	<ul style="list-style-type: none"> Starting my new class New Beginnings How have I changed? My family What am I good at? How do I make others feel? Being kind / staying safe 	<ul style="list-style-type: none"> What do you celebrate? What celebrations have you been to? Do we all celebrate the same celebrations? Why do we celebrate things? What makes a celebration special? Let us celebrate our differences – what are they? 	<ul style="list-style-type: none"> How does my body move? How many different ways can you move on your feet? What sort of vehicles have you travelled in? How do the different vehicles work? How do the different vehicles move? 	<ul style="list-style-type: none"> What do the signs around us tell us? Do all streets have names? Why our village is called what it is? Did anyone famous live in our village? Is our village famous for something? What is your favourite part of our village? How does our village compare to other villages/towns around us? 	<ul style="list-style-type: none"> What grows in my garden? Why are trees so big? How can I grow my own vegetables? Which fruits grow in our country and which do not? How did it become a butterfly? How do animals change as they grow? What does everything need to help it grow? 	<ul style="list-style-type: none"> Where do you go on holiday when its holiday time? Have you flown on an aeroplane? Where do people go on their holidays? What do people do on their holiday? What clothes do we need for very hot days?
Predictable Interests / Learning experiences	New routines Class expectations Autumn All About Me: People Who Help Us	Bonfire night Christmas Birthday King's/Queen's Birthdays Children in Need Halloween	Fire Engine visit Police car visit Trains Boats – Pirates Winter Superheroes Chinese New Year	Buildings Parks Shops Easter Mother's Day Pancake Day	Butterfly garden Chicks Growing things in school garden. Father's Day Vets	Travel Different environments Different animals Travel Agents Castles (Eng Link)
Text	<ul style="list-style-type: none"> Owl Babies The Colour Monster The Lion Inside by R Bright Freddie and the Fairy by J Donaldson Aliens love Underpants Funnybones I'm a Feel-O-Saur by Lezlie Evans Neon Leon by Jane Clarke The Koala who Could by Rachel Bright Squirrels who Squabbled by Rachel Bright 	<ul style="list-style-type: none"> Sparks in the Sky Nativity Story Elmer's Birthday You be you Linda Kranz Only one you Linda Kranz The Squirrels who Squabbled by Rachel Bright Let's Celebrate K DePalma & M Peluso The Jolly Postman 	<ul style="list-style-type: none"> Journey by Aaron Becker Whatever next? The Train Ride The Journey Home from Grandpa's Duck in a Truck We're Going on a Bear Hunt Non-fiction books 	<ul style="list-style-type: none"> The Wheels on the Bus Percy the Park Keeper The three little Pigs Goldilocks and the three bears Non-fiction books Building a home by Polly Faber Last Stop on Market Street by Matt Pena, La, De 	<ul style="list-style-type: none"> Each Peach Pear Plum Stuck The Giving Tree Jack and the Beanstalk The Very Hungry Caterpillar The Enormous Turnip Pip & Egg by Alex Latimer The World Came to my Place Today by Dr Jo Readman Non Fiction Books 	<ul style="list-style-type: none"> The Snail and the Whale Busy Holiday What the ladybird heard on Holiday Mr Grumpy's Outing Katie Morag; Island Stories Handa's Surprise The World Around Me by Charlotte Guilan Home by Carson Ellis My World, Your World by Melanie Walsh
Vocabulary	Name body parts. Feelings words Family member names	Festival names and words.	Descriptive words for the journeys – feelings, describe environments.	Descriptive words for buildings, structures and feelings.	Words to describe growth – enormous, huge	Descriptive words for other environments.

		Descriptive words to describe the celebrations and how they made you feel.	Names of vehicles.	Names of different buildings and structures.	Words to describe the lifecycles. Plant and animal names.	Descriptive words for how other environments and travel makes you feel – excited, scared
Possible Links to KS1	Famous People The History of Flight Intrepid Explorers Where do we belong? Being Me in My World	Animated Story Books Which Stories are Special and Why? Which Times are Special and Why? Celebrating Difference DT Food link: Birthday	Great Fire of London Drawing Maps Pictograms Shopping through time Our World: D.T. Food link	Our Local Environment Drawing Maps The UK and its Four Seas Yorkshire Dales and Sydney R.E.: Pancake Day Recipes link to DT & Eng	Plants Lego Builders Season Changes Healthy Me Habitats Geography Links: Weather, Places	Hot and cold Places Drawing Maps Exploring the World Geography Links: Places

Early Years Progression									
	Autumn Term			Spring Term			Summer Term		
	Preschool 1	Preschool 2	Reception	Preschool 1	Preschool 2	Reception	Preschool 1	Preschool 2	Reception
Communication and Language	<p>Understand how to listen carefully and why listening is important.</p> <p>Engage in story times, rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions.</p> <p>Understand ‘why’ questions.</p> <p>Use sentences 4-6 words.</p> <p>Use talk to organise play.</p>	<p>Listen in familiar & new situations.</p> <p>Engage in story times. Maintain attention in new situations.</p> <p>Ask questions to find out more and to check they understand what has been said to them. Follow instructions with 2 parts in a familiar situation.</p> <p>Start a conversation with peers and familiar adults and continue for many turns.</p> <p>Develop social phrases</p>	<p>Listen attentively in a range of situations. Maintain attention during appropriate activity.</p> <p>Engage in non-fiction books. Consider the listener and take turns.</p> <p>Use talk to organise/stand for something else in play. Begin to use past tense. Begin to recount past events.</p>	<p>Understand why listening is important. Maintain attention in different contexts.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Ask questions to find out more and check understanding.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Begin to connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p>	<p>Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions.</p> <p>Describe events in some detail. Express ideas about feelings and experiences.</p> <p>Articulate their ideas and thoughts in well-formed sentences. Use language to reason.</p>	<p>Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions.</p> <p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Speak in well-formed sentences with some detail.</p> <p>Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.</p>			

Learn new vocabulary Use new vocabulary throughout the day	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.			Use new vocabulary in different contexts Listen to and talk about stories to build familiarity and understanding.				
<ul style="list-style-type: none"> • Able to focus attention when guided by familiar adult • Follows simple instructions & questions accompanied by visual clues or gestures • Names familiar objects in a picture/photo 	<ul style="list-style-type: none"> • Listens to stories, songs & rhymes & asks for favourites • Can shift attention when interested in conversation • Understands longer instructions, containing 3 key words • Actions demonstrate understanding of simple concepts 	<ul style="list-style-type: none"> • Follows instructions without visual clues • Asks simple questions about stories or themselves • Describes how they made a model or did an activity • Describes events that have happened although tenses may not be accurate • Uses sentences of between 4-6 words 	<ul style="list-style-type: none"> • Uses up to 50 words • able to link 2 or 3 words together • Asks for familiar objects • Beginning to use simple questions • Beginning to understand simple sentences & instructions 'go get drink' 	<ul style="list-style-type: none"> • Links 3 or 4 words. • Beginning to refer to things in the past • Beginning to use descriptive language & words for time, space & function • Pays attention to conversation in a small group • Listens to & remembers simple stories with pictures 	<ul style="list-style-type: none"> • Listens to the opinions of others in a small group. • Follows longer, more complex instructions • Retells simple stories sometimes using the vocabulary from books • Understands who, what, where, how and why questions • Sometimes uses tenses correctly • Ask questions about events in the past or future & uses vocabulary associated with the events 	<ul style="list-style-type: none"> • Beginning to understand more words • Asks questions e.g. 'Who's that? Why?' • Links actions to words in action songs and rhymes • Frequently uses simple sentences by linking 3 or 4 words together 	<ul style="list-style-type: none"> • Responses show an understanding of an experience or event • Can describe action or experience in the present tense • Able to tell own short story or anecdote • Makes requests when choosing resources or activity • Anticipates key events & phrases in stories & rhymes • Listens to others & stories in small groups. 	<ul style="list-style-type: none"> • Uses language to imagine and recreate roles and experiences in play situations • Links statements and sticks to a main theme or intention • May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span • Understands a range of complex sentence structures including negatives, plurals and tense markers • Listens and responds to ideas expressed by others in conversation or discussion • Understands questions such as who; why; when; where and how

Personal, Social and Emotional Development

<p>Can talk about feelings. Welcome distractions when upset. Increasingly follow rules. Know likes and dislikes. Independently organise belongings in the morning. Manage personal hygiene. Build constructive and respectful relationships.</p> <p>JIGSAW: BEING ME IN MY WORLD</p>			<p>Beginning to express their feelings and consider the perspectives of others. Begin to take turns and share resources. Independently choose where they would like to play. Continue to build constructive and respectful relationships.</p> <p>JIGSAW: CELEBRATING DIFFERENCE (INCLUDING BULLYING)</p>			<p>Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. Manage their own needs. Can identify kindness. Seek others to share activities and experiences.</p> <p>JIGSAW: DREAMS AND GOALS</p>			<p>Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.</p> <p>JIGSAW: HEALTHY ME</p>			<p>Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities Show resilience and perseverance.</p> <p>JIGSAW: RELATIONSHIPS</p>			<p>Able to identify and moderate own feelings. See themselves as a unique and valued individual. Can seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings.</p> <p>JIGSAW: CHANGING ME</p>											
Religious Education																										
Key Question F1: Which stories are special and why?			Key Question F2: Which people are special and why?			Key question F3: Which places are special and why?			Key Question F4: Which times are special and why?			Key question F5: Where do we belong?			Key Question F6: What is special about our world?											
Preschool 1			Preschool 2			Reception			Preschool 1			Preschool 2			Reception											
<ul style="list-style-type: none"> Establish their sense of self. Express preferences and decisions. They also try new things and start establishing their autonomy. Engage with others through gestures, gaze and talk. Play with increasing confidence on their own and with other children, because they know their key 			<ul style="list-style-type: none"> Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ..." Select and use activities and resources, with 			<ul style="list-style-type: none"> Show more confidence in new social situations. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Understand why rules are important. Talk with others to solve conflicts. 			<ul style="list-style-type: none"> Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. Find ways of managing transitions, for example from their 			<ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. Play with one or more other children, Achieve a goal they have chosen, or one which is suggested to them. Become more outgoing with unfamiliar people, in the 			<ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Manage their own needs. Personal hygiene 			<ul style="list-style-type: none"> Feel strong enough to express a range of emotions. Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Develop friendships with other children. 			<ul style="list-style-type: none"> Extend and elaborate play ideas. Increasingly follow rules Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk about their feelings using words like 'happy' and 'sad'. 			<ul style="list-style-type: none"> Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally Think about the perspectives of others. Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity 		

	person is nearby and available.	help when needed.	<ul style="list-style-type: none"> • Talk about their feelings using words like 'angry' and 'worried' • Understand gradually how others might be feeling. • Make healthy choices about food, drink, activity and tooth brushing. • Express their feelings and consider the feelings of others. 	<ul style="list-style-type: none"> • parent to their key person. • Thrive as they develop self-assurance. • Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. 	safe context of their setting		<ul style="list-style-type: none"> • Safely explore emotions beyond their normal range through play and stories. • Be increasingly able to talk about and manage their emotions. • Learn to use the toilet with help, and then independently. 	<ul style="list-style-type: none"> • Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. 	<ul style="list-style-type: none"> • healthy eating • tooth brushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian
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Physical Development	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p> <p>Personal Focus – following instructions, practise safely, independent work</p> <p>Coordination skill: Footwork Static Balance skill: One leg</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Social Focus – taking turns and sharing. Dynamic balance to Agility skill: Jumping and Landing Static Balance skill: Seated balance</p>	<p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>Creative Focus – Exploring and describing different movements Coordination skill: Ball skills Counterbalance skill: With a partner</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <p>Cognitive Focus – understand and follow simple rules, name some things I am good at. Dynamic balance: On a line Static Balance skill: Stance</p>	<p>Combine different movements with ease and fluency</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Applying Physical Focus – Performing a single skill or movement with some control, performing a range of skills and link two movements together. Coordination skill: Sending and Receiving Agility skill: Reaction/Response</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Health and Fitness Focus – Aware of why exercise is important for good health. Agility skill: Ball chasing Static balance skill: Floor work</p>
	<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility.</p>					

Design Technology

Construction: All about Me			Structures: Living Things			Textiles: Superheroes			Construction: All about Me			Structures: Living Things			Textiles: Superheroes											
Preschool 1			Preschool 2			Reception			Preschool 1			Preschool 2			Reception											
<ul style="list-style-type: none"> • Can run well, kick a ball, and jump with both feet off the ground at the same time. • When holding crayons, chalks etc, makes connections between their movement and the marks they make. • Uses gesture and body language to convey needs and interests and to support emerging verbal language use 			<ul style="list-style-type: none"> • Can climb confidently, catch a large ball and pedal a tricycle. • Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise • Develop manipulation and control e.g. tearing paper, making marks on paper. 			<ul style="list-style-type: none"> • Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons. • Be increasingly independent, as they get dressed and undressed, for example, putting coats on and doing up zips. • Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. 			<ul style="list-style-type: none"> • Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it • Climbs up and down stairs by placing both feet on each step while holding a handrail for support • Shows increasing control in holding, using and manipulating a range of tools and objects 			<ul style="list-style-type: none"> • Explore different materials and tools providing opportunities for children to grasp, hold and explore materials. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Show a preference for a dominant hand. 			<ul style="list-style-type: none"> • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Revise and refine the fundamental movement skills they have already acquired e.g. rolling, crawling, walking, jumping, running, hopping, skipping climbing. • Progress towards a more fluent style of moving with developing control. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 			<ul style="list-style-type: none"> • Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride. • Turns pages in a book, sometimes several at once. • Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools • Holds mark-making tools with thumb and all fingers 			<ul style="list-style-type: none"> • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability. • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability. • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object. • Creates lines and circles pivoting from the shoulder and elbow. • Uses a comfortable grip with good control when holding pens and pencils. 			<ul style="list-style-type: none"> • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles • Handles tools, objects, construction and malleable materials safely and with increasing control and intention • Begins to use anticlockwise movement and retrace vertical lines • Begins to form recognisable letters independently 		

English	Hamilton Units					
	Labels and Captions: ourselves and our families Story Sequence and Captions Repetitive Chants and Rhymes: patterns and repetition	Lists and Storytelling Lists and Labels: Autumn Leaves Greetings and Letters: Christmas and Winter Traditions	Captions and Instructions: Winter Days and Nights Captions and Banners: Dragons and Chinese New Year	Lists, instructions and recipes : food and cooking Non-fiction texts and stories Captions, labels and non-fiction writing: Spring into Spring	Lists, labels and instructions: Growing Plants Labels, captions and simple report sequences: Animal Lifecycle	Lists, maps, and recounts: Transport Captions, Greetings Cards and Letters Letters and Retelling Fairy Tales
	Phonics					
	Phase 2 Graphemes Week 1 s a t p Week 2 i n m d Week 3 g o c k Week 4 ck e u r Week 5 h b f l New tricky words : is, l, the	Phase 2 Graphemes Week 1 ff ll ss j Week 2 v w x y Week 3 z zz qu words with –s /s/ added at the end (hats sits) ch Week 4 sh th ng nk Week 5 • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags) New tricky words : as, and, has, his, her, go, no, tom into, she, he, of, we, me, be	Phase 3 Graphemes Week 1 ai ee igh oa Week 2 oo oo ar or Week 3 ur ow oi ear Week 4 air er words with double letters: dd mm tt bb rr gg pp Week 5 longer words New Tricky Words : was, you, they, my, by, all, are, sure, pure	Phase 3 Graphemes Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Week 2 review Phase 3: er air words with double letters longer words Week 3 words with two or more digraphs Week 4 longer words words ending in –ing compound words Week 5 longer words words with s /z/ in the middle words with –s /s/ /z/ at the end words with –es /z/ at the end	Phase 4 Week 1 short vowels CVCC Week 2 short vowels CVCC CCVC Week 3 short vowels CCVCC CCCVC CCCVCC Week 4 longer words compound words Week 5 root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est New tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today	Phase 4 Graphemes Week 1 long vowel sounds CVCC CCVC Week 2 long vowel sounds CCVC CCCVC CCV CCVCC Week 3 Phase 4 words with –s /s/ at the end Phase 4 words with –s /z/ at the end Phase 4 words with –es /z/ at the end longer words Week 4 root words ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ Week 5 root words ending in: –er, –est longer words

				No new tricky words – review all taught so far and secure spelling		No new tricky words- review all taught so far and secure spelling
	<p>Emergent writing: Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p> <p>Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p>Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name.</p> <p>Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.</p>	<p>Emergent writing: Use appropriate letters for initial sounds.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it.</p> <p>Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes.</p> <p>Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p>	<p>Emergent writing: Build words using letter sounds in writing.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p>Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently.</p> <p>Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p>	<p>Emergent writing: 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>Composition: Write a simple sentence with a full stop.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p>Handwriting: 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>Emergent writing: Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p> <p>Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions. Begin to discuss features of their own writing e.g. what kind of story have they written.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently.</p> <p>Handwriting: Use a pencil confidently to write letters that can be clearly</p>	<p>Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.</p> <p>Composition: Use talk to organise describe events and experiences.</p> <p>Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p> <p>Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p>

							recognised and form some capital letters correctly.	
Handwriting: The letters children can form correctly with related to their name, phonics phrase and other letters which children have been taught to form correctly.								
Preschool 1	Preschool 2	Reception	Preschool 1	Preschool 2	Reception	Preschool 1	Preschool 2	Reception
<ul style="list-style-type: none"> Enjoy drawing freely. Join in with actions from familiar songs and say some of the words. 	<ul style="list-style-type: none"> Make marks on their picture to stand for their name. Repeat words and phrases from familiar stories. 	<ul style="list-style-type: none"> Write some or all the letters of their name. Develop understanding of 5 key concepts about print. 	<ul style="list-style-type: none"> Distinguishes between marks made. Has favourite stories, songs and rhymes. 	<ul style="list-style-type: none"> Make marks on their picture to stand for their writing. Talks about events, characters and make simple predictions 	<ul style="list-style-type: none"> Begins to write letters to represent initial sound of words. Extended conversations about stories, learning new vocabulary. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. 	<ul style="list-style-type: none"> Make marks on their picture to stand for their name. Repeat words and phrases from familiar stories. 	<ul style="list-style-type: none"> Write some letters accurately. Talks about events, characters and make simple predictions 	<ul style="list-style-type: none"> Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Spell words by identifying the sounds and then writing the sound with letter/s. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment

Mathe matics White Rose	White Rose Maths					
	<i>Count objects, actions, and sounds. Subitise</i>	<i>Explore the composition of numbers to 10 Subitise</i>	<i>Explore the composition of numbers to 10 Subitise</i>	<i>Explore the composition of numbers to 10 Subitise</i>	<i>Explore the composition of numbers beyond 10. Subitise</i>	<i>Explore the composition of numbers beyond 10. Subitise</i>

<p>Matching. Sorting & Comparing Comparing amounts Comparing size, mass & capacity Exploring pattern - making simple.</p>	<p>Automatic recall number bonds 0-10</p>	<p>Automatic recall number bonds 0-10</p>	<p>Automatic recall number bonds 0-10</p> <p>Numbers 7, 8, 9 Making pairs. Combining groups Number bonds 3D shapes Pattern.</p>	<p>Automatic recall number bonds 0-10</p> <p>Number 10 and beyond– subitising, counting, sorting, matching, comparing, ordering Composition of numbers to 10 and beyond Counting patterns to 10 and beyond Spatial reasoning. 3D shape Match, rotate, and manipulate Pattern – AABB, BBA Sunflower Challenge</p>	<p>Automatic recall number bonds 0-10</p>
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Ongoing throughout the year
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.

Preschool 1	Preschool 2	Reception	Preschool 1	Preschool 2	Reception	Preschool 1	Preschool 2	Reception
<ul style="list-style-type: none"> Beginning to compare and recognise changes in numbers Begins to say numbers in order. Takes/ gives two or three objects from a group Beginning to notice numerals Beginning to count on their fingers Responds to some spatial / positional language 	<ul style="list-style-type: none"> Uses some number names. Counts up to five items Links numerals with amounts Shows awareness of shape similarities and differences 	<ul style="list-style-type: none"> Engages in subitising numbers to four or five Uses spatial language Spots patterns in the environment Enjoys tackling problems involving prediction and comparisons 	<ul style="list-style-type: none"> Joins in and anticipates repeated patterns Explores differences in size, length etc. Compares two small groups of up to five objects Subitises one, two and three objects 	<ul style="list-style-type: none"> Explores and adds to simple linear patterns Compares two small groups of up to five objects Begin to recognise numerals 0 to 10 	<ul style="list-style-type: none"> Estimates numbers of things Increasingly confident at putting numerals in order 0 to 10 Counts out up to 10 objects from a larger group Matches the numeral with a group of items) Begins to conceptually subitise larger numbers Chooses familiar objects to create and recreate repeating patterns increasingly able to order and 	<ul style="list-style-type: none"> Beginning to learn numbers are made up of smaller numbers Responds to and uses language of position Chooses items based on their shape Finds the longer or shorter, heavier etc 	<ul style="list-style-type: none"> Separates a group of three or four objects Accurately predicts, moves and rotates objects Recalls a sequence of events in everyday life 	<ul style="list-style-type: none"> Count beyond ten. Understand the ‘one more than/one less than’ relationship between consecutive numbers. Automatically recall number bonds for numbers 0–5 and some to 10. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

						sequence events using everyday language related to time			<ul style="list-style-type: none"> Compare length, weight and capacity.
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Understanding the World	<p>Chronology: Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them.</p>	<p>Chronology: use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.</p> <p>Enquiry: find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books.</p> <p>Comment on images of familiar situations in the past.</p>	<p>Chronology: visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)</p>	<p>Chronology: talk about and understand changes in their own lifetime, by creating a personal timeline.</p> <p>Enquiry: describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories.</p>	<p>Chronology: recount an event, orally, pictorial and /or with captions.</p> <p>Enquiry: talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community, e.g. police, fire service, doctors, dentist.</p>	<p>Chronology: order experiences in relation to themselves and others, including stories.</p> <p>Enquiry: comment on images of familiar situations in the past. Describe features of objects, peoples, places at different times and make comparisons. Talk about what is the same and different.</p>	
	<p>Begin to develop a sense of continuity and change by being able to compare and contrast characters from stories throughout the year including figures from the past. Using Little People, Big Dreams books.</p>						
	<p>Respect: Themselves, special things in their own lives.</p>	<p>Respect: Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in their country and life in other countries.</p>	<p>Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries – special places and events in objects – through non-fiction texts, stories, visitors, celebrations.</p>	<p>Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries – special places and events or objects – through non-fiction texts, stories, visitors, celebrations.</p>	<p>Respect: Understand that some places are special to members of their community.</p>	<p>Respect: Animals and know how to care for an animal/pets</p>	
	<p>Mapping: Talk about the features of their immediate environment with visual representations e.g., classroom maps, seating maps, nature area map and read commons signs and logos.</p>	<p>Mapping: Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.</p>	<p>Mapping: <i>Recognise some environments that are different to the one in which they live e.g., Antarctica.</i></p> <p>Enquiry: Use technology and IT equipment to make observations or find information about different locations and places. Recognise, know,</p>	<p>Enquiry - comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the town centre</p>	<p>Mapping: <i>Draw information from a simple map</i> and identify landmarks of our local area walk.</p> <p>Enquiry: Comment and ask questions about the</p>	<p>Mapping: Create own maps using grid paper and symbols (x marks the spot treasure maps)</p> <p>Enquiry: Recognise, know, and describe features of different places. Look</p>	

			and describe features of different places. Look closely at similarities and differences.		different parts of the local community. E.g., weather, hill, house, farm, church, shop. Use photos and pictures to locate places and place on a simple map. Find out about their local area by talking to people, examining photographs, and visiting local places. Understand the key features of the life cycle of a plant or animal.	closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.			
<p>Communication: Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.</p> <p>Observation: Explore the natural world around them by taking part in weekly forest 'Nature School' sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.</p>									
Computing									
2Paint a Picture		Direct a BeeBot		Explore Simple City		2 Explore -2Beat	2 Design and Make	2 Create a Story	
French									
Greetings		Manners How are you?		Introducing Colours		Introducing Numbers		More Numbers	Family
Preschool 1	Preschool 2	Reception	Preschool 1	Preschool 2	Reception	Preschool 1	Preschool 2	Reception	
<ul style="list-style-type: none"> Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families. 	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history Continue developing positive attitudes about the differences between people. 	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. Show interest in different occupations. Talk about what they see, using a wide vocabulary. Understand the key features of the life cycle of a plant and an animal. 	<ul style="list-style-type: none"> Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families. 	<ul style="list-style-type: none"> Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Begin to make sense of their own life-story and family's history. 	<ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Talk about members of their immediate family and community. Understand that some places are special to members of their community. 	<ul style="list-style-type: none"> Notice differences between people. Begin to understand the need to respect and care for the natural environment and all living things. 	<ul style="list-style-type: none"> Explore collections of materials with similar and/or different properties. Use all their senses in hands on exploration of natural materials. Explore how things work. Plant seeds and care for growing plants. 	<ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Compare and contrast characters from stories, including figures from the past. Recognise that people have different beliefs and celebrate special times in different ways. Describe what they see, hear and feel whilst outside. 	

									<ul style="list-style-type: none"> • Understand the effect of changing seasons on the natural world around them.
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Expressive Arts and Design	Refer to Art and Design progression map to facilitate progression through child led interests.								
	<p>Portrait skills – drawing themselves, observational work, papier mache</p> <p>Artist study – Jackson Pollock (collaborative work)</p> <p>Nursery Rhymes Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers</p> <p><i>Develop storylines in their pretend play.</i></p>	<p>Artist study –Kandinsky</p> <p>Nursery Rhymes I'm A Little Teapot The Grand Old Duke of York Ring O' Roses Hickory Dickory Dock The ABC Song</p> <p><i>Sing in a group or on their own, increasingly matching the pitch and following the melody.</i></p>	<p>Artist Study – Yves Klein</p> <p>Nursery Rhymes Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on The Bed Twinkle, Twinkle If You're Happy and You Know It</p> <p><i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i></p>	<p>Nursery Rhymes Old Macdonald Incy Wincy Spider Baa, Baa Black Sheep The Wheels on The Bus</p> <p><i>Create collaboratively sharing ideas, resources, and skills.</i></p>	<p>Artist Study – Van Gogh</p> <p>Nursery Rhymes Dingle dangle scarecrow The Hokey Cokey Head, Shoulders, Knees and Toes</p> <p><i>Listen attentively, move to, and talk about music, expressing their feelings and responses.</i></p>	<p>Nursery Rhymes Reflect, Rewind & Replay: Baa, Baa Black Sheep Twinkle, Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat</p> <p><i>Watch and talk about dance and performance art, expressing their feelings and responses.</i></p>			
	<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings</p> <p>Explore and engage in music making and dance, performing solo or in groups. Singing – well known nursery rhymes, familiar songs and chants.</p>								
	Preschool 1	Preschool 2	Reception	Preschool 1	Preschool 2	Reception	Preschool 1	Preschool 2	Reception
<ul style="list-style-type: none"> • Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/ instruments. 	<ul style="list-style-type: none"> • Explores and learns how sounds and movements can be changed. • Continues to explore moving in a range of 	<ul style="list-style-type: none"> • Develops an understanding of using lines to enclose a space and begins to use drawings to represent things. 	<ul style="list-style-type: none"> • Joins in singing songs. • Experiments with ways to enclose a space, create shapes and represent actions, 	<ul style="list-style-type: none"> • Experiments and creates movement in response to music, stories and ideas. 	<ul style="list-style-type: none"> • Begin to build a collection of songs and actions. • Uses tools to explore and develop their thinking around their interests. 	<ul style="list-style-type: none"> • Uses everyday materials to explore, understand and represent their world – their ideas, interests 	<ul style="list-style-type: none"> • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. 	<ul style="list-style-type: none"> • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups. 	

	<ul style="list-style-type: none"> •Sings/ vocalises music or songs and mirrors or improvises actions. •Pretends that one object represents another, especially when objects have characteristics in common. •Creates sound effects and movements, e.g. creates the sound of a car, animals 	<p>ways, e.g. mirroring, creating own movement patterns.</p> <ul style="list-style-type: none"> •Enjoys joining in with moving, dancing and ring games. •Uses movement and sounds to express experiences, expertise, ideas and feelings. 	<ul style="list-style-type: none"> •Use a variety of construction materials in different ways. •Use tools for a purpose. •Uses available resources to create props or creates imaginary ones to support play. •Plays alongside other children who are engaged in the same theme 	<p>sounds and objects</p> <ul style="list-style-type: none"> •Enjoys and responds to playing with colour in a variety of ways, for example combining colours 	<ul style="list-style-type: none"> •Sings to self and makes up simple songs. •Continues to explore colour •Engages in imaginative play based on own ideas 	<ul style="list-style-type: none"> •Creates representations of both imaginary and real-life ideas, events, people and objects. •Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes. •Begins to use combinations of art forms. 	<p>and fascinations.</p> <ul style="list-style-type: none"> •Begins to make believe by pretending using sounds, movements, words, objects. •Beginning to describe sounds and music imaginatively, e.g. scary music. 	<ul style="list-style-type: none"> •Taps out simple repeated rhythms •Develops an understanding of how to create and use sounds intentionally. •Continues to explore how colours can be changed. •Engages in imaginative play based first-hand or peer experiences. •Creates sounds, movements, drawings to accompany stories 	<ul style="list-style-type: none"> •Create collaboratively, sharing ideas, resources and skills.
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Early Learning Goals for the end of year assessment

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
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<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers <p>Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Self-Regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Explain the reasons for rules, know right from wrong and try to behave accordingly <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices</p> <p>Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers <p>Show sensitivity to their own and to others' needs.</p>	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing. 	<p>Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate – where appropriate – key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>	<p>Number</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<p>Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
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