

# SG -Nursery EYFS

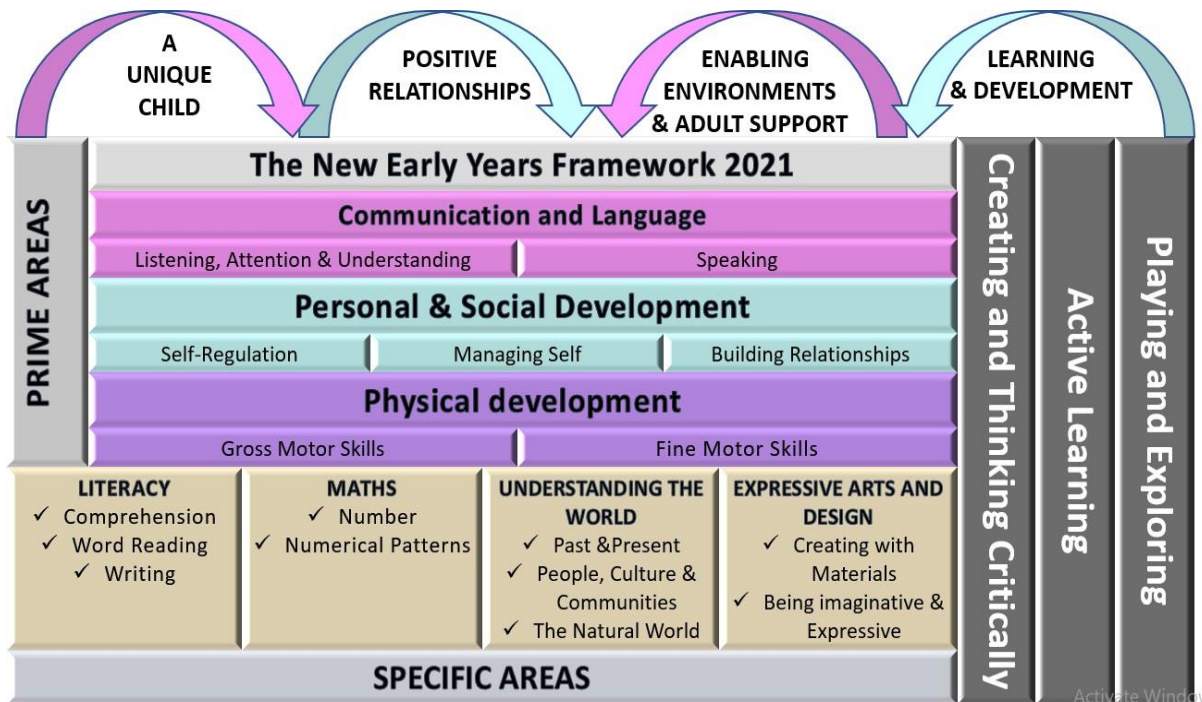
## Long Term Plan & Curriculum Progression



*‘Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals, and solve problems. Children learn by leading their own play, and by taking part in play and learning that is guided by adults.’*

**(Statutory Framework for the Early Years Foundation Stage, 04.01.2024)**

In Early Years at High Spen Nursery, learning through play is the main component of children’s learning and development. Nursery children will have the opportunity every day to explore and investigate both in and outdoors. Nursery staff will plan daily, considering children’s interests and adapting the classroom resources to enhance any independent learning. If your child has a newfound interest in something, please let us know and we can help scaffold your child’s learning through their own individual interests.



Activate Window

# EYFS Principles & Characteristics of Effective Learning

There are **four overarching principles** in the Early Years Foundation Stage (EYFS).

Every child is unique and individual and will make progress at different rates. In order to thrive, learn, and develop, they need to have opportunities to create positive relationships with others and explore environments that stimulate their curiosity. In order for effective learning to take place, **three key characteristics of learning** need to be in place, within our planning and our environment we take these into account:

**Playing and Exploring** - enabling children to make independent choices, to guide their own thinking and actions, to respond to new experiences, to plan ahead about how they will play with objects.

**Active Learning** - to support children to develop resilience when things become difficult, to join in with routines, to begin to correct their own mistakes and begin to predict what will happen next as they know routines.

**Creating and Thinking Critically** - encourage and enable children to sort materials, to enable them to take part in role play, to feel confident to suggest own ideas, to concentrate on achieving things that are important to them, to solve problems and make links.

## A Unique Child

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

We as practitioners understand and observe each child's development and learning to plan next steps.

## Positive Relationships

Children learn to be strong and independent through positive relationships. We develop positive relationships which foster a sense of belonging and are supportive of a child's own efforts and independence.

## Enabling Environments

Children learn and develop well in enabling environments, in which experiences respond to their needs. Our environment offers stimulating resources and activities matched to needs and allow rich learning opportunities through play and support risk taking and curiosity.

## Learning and Development

Children develop and learn in different ways. We plan and work from the statutory framework and Development Matters to ensure the needs of all children are met through challenging, playful learning opportunities alongside adult directed activities.

## EYFS LTP

### 2-year-old Nursery Vision

Our vision for the High Spen 2-year-old provision centers on providing a nurturing, safe, and stimulating environment that prioritizes the three prime areas of the Early Years Foundation Stage (EYFS): Personal, Social, and Emotional Development (PSED), Communication and Language, and Physical Development. Key goals include fostering independence, resilience, curiosity, and, most importantly, promoting learning through child-initiated play.

#### **Key Vision and Curriculum Components (LTP)**

- **Holistic Development:** The curriculum focuses on nurturing the whole child, building self-worth, and supporting individual needs to ensure they thrive appropriate to the child's level of development
- **Prime Area Focus:** Due to the young age, the curriculum emphasizes PSED (building confidence, managing feelings), communication (expanding vocabulary), and physical development (motor skills, independence).
- **Enabling Environments & Play:** Learning is driven by child-initiated activities where, through play, children explore their interests, fostering high engagement and brain development.
- **Partnership with Parents:** Close collaboration with families is essential to bridge home and nursery life, ensuring a secure and consistent experience.
- **The 2-Year-Old Progress Check:** A core component of the vision is the 2-year-old progress check, which is used to identify developmental needs early and ensure tailored support is in place.
- **Key Skills Focus:** Long-term planning often includes fostering curiosity, enabling independence in self-care, and developing early communication skills.
- **Transition:** A key aim is to provide a smooth, consistent, and secure transition, preparing children for the next stages of their education.

#### **Common Themes in 2-Year-Old Provision**

- **Nurturing Community:** Creating a safe, loving space.
- **Child-Initiated Play:** Following the child's interests.
- **Skillful Interaction:** Using knowledgeable adults to facilitate learning.
- **Independence:** Encouraging self-care.
- **Early Literacy/Numeracy Foundations:** Using approaches like Launchpad for Literacy or similar.
- **Key Focus Areas for 2-Year-Olds**
- **Communication & Language:** Developing language skills.
- **PSED:** Building confidence and social skills.
- **Physical Development:** Developing motor skills.
- **Curiosity & Exploration:** Encouraging a love of learning.
- **Independence:** Fostering self-care.

## EYFS LTP

3 4-year-old  
Nursery Vision

- Wellbeing: Promoting mental and physical health.

### Common Activities

- **Role-play:** Exploring the world around them.
- **Sensory play:** Exploring with the senses.
- **Outdoor play:** Developing physical skills.
- **Language-rich activities:** Singing songs, reading stories.
- **Creative activities:** Expressive arts.
- **PSED:** small group quality activities that nurture relationships and develop emotional security

Our vision for the High Spen 3 4-year-old provision centers on also providing a nurturing, safe, and stimulating environment that prioritizes the three prime areas of the Early Years Foundation Stage (EYFS): Personal, Social, and Emotional Development (PSED), Communication and Language, and Physical Development but also includes the specific areas of the EYFS. Key goals include continued fostering independence, resilience, curiosity, and, most importantly, promoting learning through child-initiated play.

### Key Vision and Curriculum Components (LTP)

- **Holistic Development:** Continue our curriculum focuses on nurturing the whole child, building self-worth, and supporting individual needs to ensure they thrive.
- **Prime and Specific Area Focus:** The curriculum emphasizes PSED (building confidence, managing feelings), communication (expanding vocabulary), and physical development (motor skills, independence) along with the four specific areas of learning; Understanding the World, Expressive Arts and Designs, Maths and Literacy.
- **Enabling Environments & Play:** Learning is driven by child-initiated activities where, through play, children explore their interests, fostering high engagement and brain development.
- **Partnership with Parents:** Close collaboration with families is essential to bridge home and nursery life, ensuring a secure and consistent experience.
- **We make regular assessments of children's learning and use this information to ensure future planning reflects individual or group needs.** Once a term, summative assessments are entered into a database (assessment tool used by the whole school).
- **Key Skills Focus:** Long-term planning often includes fostering curiosity, enabling independence in self-care, and continued development of early communication skills.
- **Transition:** A key aim is to provide a smooth, consistent, and secure transition, preparing children for the next stages of their education.

### Common Themes in 3 4-Year-Old Provision

- **Personal, Social & Emotional Development** - building friendships, self-regulation, and independence.

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	Implementation	<ul style="list-style-type: none"> <li>• <b>Communication &amp; Language</b> - developing vocabulary, storytelling, and listening skills.</li> <li>• <b>Physical Development</b> - refining gross and fine motor skills through active play.</li> <li>• <b>Understanding the World</b> - exploring nature, community, and cultural diversity.</li> <li>• <b>Expressive Arts &amp; Design</b> - encouraging creativity through music, dance, and art.</li> <li>• <b>Mathematics</b> - recognising numbers, shapes, patterns, and early problem-solving.</li> <li>• <b>Literacy</b> - enjoying books, mark-making, and early phonics awareness.</li> </ul> <p><b><u>Common Activities</u></b></p> <ul style="list-style-type: none"> <li>• <b>Role Play &amp; Small World</b> - pretend shops, kitchens, or post offices to develop social and language skills.</li> <li>• <b>Outdoor Exploration</b> - bug hunts, plant seeds, and weather observation to connect with nature.</li> <li>• <b>Creative Arts</b> - painting with different textures, junk modelling, and free drawing.</li> <li>• <b>Music &amp; Movement</b> - action songs, rhythm games, and dance to build coordination.</li> <li>• <b>Maths in Play</b> - counting blocks, sorting objects by colour/size, and shape hunts.</li> <li>• <b>Story Time &amp; Puppets</b> - encouraging imagination and comprehension.</li> <li>• <b>Sensory Play</b> - sand, water, playdough, and messy trays for tactile learning.</li> </ul> <p>Our Vision is centered on the unique child, as an individual, building on what our children already know and what they can do.</p> <p>Children learn to be strong and independent through positive relationships. We acknowledge the importance of a full working partnership with each other, and with parents and carers. Regular discussion and reflection helps us to ensure that children grow and develop and take part in learning with enthusiasm.</p> <p>Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. We lay the foundations for future learning through engaging, relevant, real-life experiences with opportunities for core experiences indoors, outdoors and outside of the school gates.</p> <p>Children develop and learn at different rates. We offer a structure for learning that recognises children have a range of starting points, content that matches the needs and interests of young children, whilst encouraging children to appreciate new challenges and learning. Our curriculum follows a spiral pedagogy allowing children to revisit and build their fundamental key skills in a progressive way. (Jerome Bruner)</p> <p><b><u>Reception Class Provision</u></b></p> <ul style="list-style-type: none"> <li>· <b>Personal, Social &amp; Emotional Development</b> - building friendships, self-regulation, and independence.</li> <li>· <b>Communication &amp; Language</b> - developing vocabulary, storytelling, and listening skills, engaging in back and forth conversations with</li> </ul>
	Reception	

## EYFS LTP

adults and peers and use talk to sequence and clarify thoughts and ideas.

- **Physical Development** - refining gross and fine motor skills through active play, demonstrate strength balance and coordination, hold a pencil with an appropriate grip (tripod) and form recognisable letters
- **Understanding the World** - exploring nature, community, and cultural diversity using different characteristics of learning through play.
- **Expressive Arts & Design** - encouraging creativity through music, dance, and art.
- **Mathematics** - recognising numbers, shapes, patterns, early problem-solving, subitising to 5, naming and identifying properties of 2D shapes, recalling number bonds to 5 and having a deep understanding of numbers 1-10 including comparison, counting and cardinality.
- **Literacy Reading** - enjoying books, demonstrate an understanding of what has been read by retelling stories, using own words and introduced vocabulary. Understand all letter sounds (phonemes) and how they are written (graphemes) including the letters of the alphabet and up to phase 5 ELS Phonics scheme. Read simple sentences, and texts.
- **Literacy Writing** - form recognisable letters, sound out and read ELS phonics scheme Phase 2 - 4 phonemes in words, spell words using phonic knowledge. Write phrases and simple sentences that can be read by others. Common Activities
- **Role Play & Small World** - pretend shops, kitchens, or post offices to develop social and language skills.
- **Outdoor Exploration** - bug hunts, plant seeds, and weather observation to connect with nature.
- **Creative Arts** - painting with different textures, junk modelling, and free drawing.
- **Music & Movement** - action songs, rhythm games, and dance to build coordination.
- **Maths in Play** - counting blocks, sorting objects by colour/size, and shape hunts, following a math number scheme called Mastering Number.
- **Story Time & Puppets** - encouraging imagination and comprehension.
- **Sensory Play** - sand, water, playdough, and messy trays for tactile learning.

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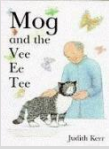
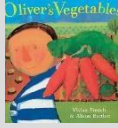



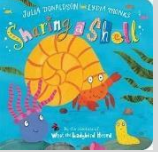

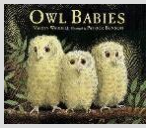
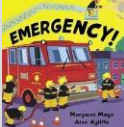

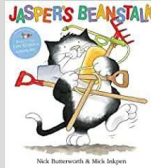

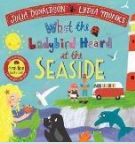
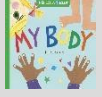





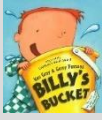

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CYCLE 1 2025-2026	Loose Themes	Marvelous Me	The Night Sky	People Who Help Us	What's Growing?	Animal Magic	At the Seaside
	Key Question	Who am I?	What is in the night sky?	Who can help me!	What's that growing?	Where do you live?	What is at the seaside?
CYCLE 2	Loose Themes	Me and My Environment	Traditional Tales	Superheroes	In the Garden	The Zoo	Planes, trains and Automobiles
	Key Question	Who do you think you are?	Can you tell me a tale?	What is my superpower?	What can you see?	Where did you come from?	Where should we go?
Possible visits/experiences		Christmas Nativity A visit from Santa Christmas Crafts with our Grownups Muddy Monsters		Fire fighter, librarian, crossing guard visits etc. Creating a Climate Action Plan (CAP) Muddy Monsters Growing our Own Garden		Bus Ride/Seaside Animal workshop in school Visit a Farm Nursery Graduation Strawberry Teas Continuing our CAP Butterflies N(Frog Spawn R)	
Assessment and Moderation		Baseline Termly Assessment - on track grids (bi-weekly) Nursery 3 I's assessment of individual children (PSED, C&L, PD)		Baseline Termly Assessment - on track grids Phonics tracker/reading groups - insight (bi-weekly) Nursery 3 I's assessment of individual children (PSED, C&L, PD, Maths, Literacy)		ELG - Reception Termly Assessment - on track grids Phonics testing/reading groups - insight (bi-weekly) Nursery 3 I's assessment of individual children (PSED, C&L, PD, Maths, Literacy)	

## EYFS LTP

EY Team Meetings

EY Team Meetings

EY Team Meetings

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Key Texts</b></p> <p><b>CYCLE 1</b></p> <p>NB: These books/themes may change or be adapted at various points to allow for children's interests</p>	<p>Once There Were Giants </p> <p>Everywhere Babies </p>	<p>Can't you Sleep Little Bear </p>	<p>Mog and the Vee Ee Tee </p>	<p>Oliver's Vegetables </p> <p>Fruits - a Caribbean Counting Book </p>	<p>Farmer Duck </p> <p>Jump about with Ted </p>	<p>Sharing a Shell </p>
	<p>Two Homes </p>	<p>Owl Babies </p>	<p>Emergency </p> <p>A Superhero Like You </p>	<p>Jasper's Beanstalk </p>	<p>Pardon said the giraffe </p>	<p>What the Ladybird heard at the seaside </p>
	<p>My Body Specs for Rex </p> <p>Freddie and the Fairy </p>	<p>Whatever Next </p>	<p>The Jolly Postman </p>	<p>How things grow </p> <p>Baby goes to Market </p>	<p>Where the Wild Things Are </p>	<p>Billy's Bucket </p> <p>Clean Up </p>
<p><b>Additional/Supporting Texts</b></p> <p>Non-fiction texts and poetry to support as well as these texts.</p>	<p>5Minutes Peace by Jill Murphy Freddie and the Fairy by Julia Donaldson My mum is fantastic My dad is brilliant A new Baby</p>	<p>Room on the Broom Julia Donaldson Night Monkey, Day Monkey by Julia Donaldson Stick man by Julia Donaldson Mog's Christmas by</p>	<p>After the Storm by Nick Butterworth Mrs Vole the Vet by Allan Ahlberg Tough Truck Rescue by Kate Hayley The Three Little Pigs</p>	<p>Oliver's Fruit Salad Planting a Rainbow Handa's Surprise Various Non-fiction texts The Tiny Seed by Eric Carle Ten Seeds by Ruth</p>	<p>The Hungry Caterpillar The Lazy Ladybird The Very Busy Spider Elmer The Tiger who came to Tea Billy's Beatle</p>	<p>Snail and the whale Lucy and Tom at the Seaside by Shirley Hughes Tiddler by Julia Donaldson The Rainbow Fish</p>

## EYFS LTP

		Judith Kerr		Brown		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Key Texts</p> <p>CYCLE 2</p> <p>NB: These books/themes may change or be adapted at various points to allow for children's interests</p>	<p>Peepo</p> 	<p>The 3 Billy Goats Gruff</p>  <p>The Princess and the Pea</p> 	<p>Supertato</p> 	<p>Arghhh Spider</p> 	<p>Dear Zoo</p> 	<p>Duck and the Truck</p>  <p>Jabari Tries</p> 
	<p>Handa's Surprise</p> 	<p>The 3 little Pigs</p> 	<p>Traction Man</p>  <p>Astro Gi</p> 	<p>What the Ladybird Heard</p> 	<p>We're going on a lion hunt</p> 	<p>The Little Red Train</p> 
	<p>The Great Big Book of Families</p> 	<p>Goldilocks and the 3 Bears</p> 	<p>Superworm</p> 	<p>The Tiny Seed</p> 	<p>Monkey and Me</p> 	<p>Mr Gumpy's Outing</p>  <p>Emma Janes Aeroplane</p> 
<p>Additional/Supporting Texts</p> <p>Non-fiction texts and poetry to support as well as these texts.</p>	<p>Monkey Puzzle- Julia Donaldson</p> <p>Nick Butterworth collection</p> <p>My Mum and Dad make me Laugh by Nick Sharratt</p> <p>Dogger by Shirley Hughes</p>	<p>Little Red Riding Hood</p> <p>The Ugly Duckling</p> <p>Hansel and Gretel</p> <p>The Gingerbread Man</p>	<p>Superduck by Jez Alborough</p> <p>Traction Man series</p> <p>Super Daisy by Kes Grey</p> <p>George and the Dragon by Paul Bright</p> <p>Charlie's Superhero Pants by Sue Fliess</p>	<p>Ten Seeds by Ruth Brown</p> <p>Ben plants a butterfly garden by Kate Perry</p> <p>Non-fiction books on growing plants/minibeast</p> <p>Eric Carle books e.g. Incy Wincy Spider by Keith Chapman</p>	<p>Who ate the zookeeper by Dave Dutton</p> <p>1,2,3 to the zoo by Eric Carle</p> <p>Poo in the Zoo by Steve Smallman</p>	<p>Oi get off our train by John Burningham</p> <p>Mrs Armitage on wheels by Quentin Blake</p> <p>The Journey home from Grandpas by Jemima Lumley</p> <p>You can't take an elephant on a bus by Patricia Cleveland-Peck</p>

## EYFS LTP

				The Very Greedy Bee by Steve Smallman The Crunching, Munching Caterpillar by Sheridan Cain		
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Communication and Language -listening and attention -speaking  C&L is developed throughout the year through high expectations, quality interactions, and daily group discussions, singing, daily storytelling, and sharing, partner play and adult lead activities.	<b>N 2 Year Olds</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
		Start to enjoy singing, music, and toys that make sounds To be able to listen and respond to simple instructions like 'stop' or 'give to Mrs Kerridge' To be able to copy gestures and words Begin to understand single words in context - 'cup', 'milk', 'daddy' and understand frequently used words such as 'all gone', 'no' and 'bye bye'. Begin to talk about people and things that are not present Start to put 2/3 words together To be able to begin to start to say how they are feeling using words and actions Begin to enjoy laughing and being playful with others Listen to and enjoy rhythmic patterns in rhymes and stories To be able to begin to ask simple questions (Where's mummy?)		To begin to remember some songs and rhymes Ability to focus on an activity of their own choice Begin to develop conversations Start to develop pretend play: 'putting the baby to sleep' Confidently put 2/3 words together and ask questions Listen with interest to the noises adults make when they read stories To be able to identify action words by following simple instructions, e.g., show me jumping. Able to channel attention singularly and shift to a different task if attention is fully obtained - using child's name to fully focus child.		Begin to be able to talk about familiar books To begin to be able to listen to familiar stories with increasing attention and some recall More confident understanding of simple concepts 'fast/slow'. To know and understand the use of objects. - what do we use to cut paper? Using a wider range of vocabulary based on their own experiences Understand more complex sentences, e.g., tidy-up time and sit on the carpet and act on those sentences; make teddy jump or find your coat.		
	<b>Listening, Attention and Understanding</b>							
	<b>N 3-4 year olds</b>	Listen to simple stories and understand what is happening - using pictures Listen to other people talk with interest Understand simple 1 step instructions Understand single words in context Listening too and singing nursery rhymes.	Begin to pay attention to more than one thing at a time - stop if you call their name when playing - may need to be called more than once Listening to and responding to stories/rhymes.	Sit, listen and enjoy listening to longer stories and answer simple questions Begin to remember and use story language Understand a 2-step instruction Understand what, where questions Listen to and talk about stories.	Pay attention to more than one thing at a time - stop if you call their name when playing - may need to be called more than once Understand how /when questions	Sit, listen and enjoy listening to longer stories and recall some of it Understand and a question and 2 step instruction	Sit, listen and enjoy listening to longer stories and remember much of what happens Understand why questions Know many rhymes, talk about familiar books and retell a familiar story	
<b>Speaking</b>								

## EYFS LTP

		<p>Make themselves understood Start to say how they are feeling, using words and actions Join in with register Children talk about experiences that are familiar to them. Exploring and making sounds. Modelling language/topic related vocab to children Ask questions Ask adults for help.</p>	<p>Use simple/common vocab to describe themselves and personal experiences Speak in 2/3 words sentences or simple phrases Start conversations with adults or friends. Respond to others in play. Talk about favourite stories/rhymes.</p>	<p>Be able to express a point of view Use talk to organise themselves and their play Re-enact a story with story language.</p>	<p>Begin to introduce and use 'scientific' and 'topic' based vocab Use longer sentences of 4-6 words Start conversations with adults or friends and continue it for many turns Build up rhyming knowledge. Become more outgoing in new situations.</p>	<p>Be able to express a point of view and to debate when they disagree with an adult or friend using words as well as actions Play rhyming and alliteration games.</p>	<p>Use a wider range of topic related vocab Sing a large repertoire of songs Join sentences up with because or and</p>
<p><b>C&amp;L School-wide programme</b> <b>Voice21 Oracy Launchpad for Literacy</b></p>		<p>Voice21 Oracy Programme and Launchpad for Literacy in Nursery throughout the year. Autumn Theme: Listening</p>	<p>Voice21 Spring Theme: Exploratory Talk</p>	<p>Voice21 Summer Theme: Revisions Listening and Exploratory Talk</p>			

<p><i>Developing vocab in all subjects</i></p>	<p>Reception</p>					
		<p><b>Listening, Attention and Understanding</b> Listening to stories - extending in length and complexity throughout the year. Talking about stories - the level of complexity and questioning varies throughout the year.</p>				
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer

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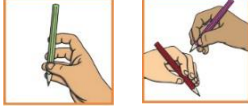
		<p>To understand how to listen carefully</p> <p>To understand why listening is important</p> <p>To be able to follow directions</p> <p>Engage in non-fiction books</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p>	<p>To listen to and respond to stories.</p> <p>To engage in story times, joining in with repeated refrains, phrases and actions</p> <p>To learn new vocab relating to the topic</p>	<p>To ask questions to find out more and check understanding</p> <p>To understand a range of complex sentences, including well-formed sentences and sentences which link ideas and events</p> <p>To learn rhymes and poems</p>	<p>To listen to and talk about stories to build familiarity and understanding</p> <p>To retell a familiar story</p> <p>To follow a story without props and pictures.</p>	<p>To have conversations with adults and peers with back-and-forth exchanges</p> <p>To listen to and talk about selected non-fiction text to develop familiarity with new knowledge and vocab</p> <p><b>ELG</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>
		<b>Speaking</b>				
		<p>Children talk about their experiences and immediate family experiences.</p> <p>Models talk routines e.g., when they arrive in school say, 'Good morning, how are you'.</p> <p>To talk in front of a small group</p>	<p>To answer questions in front of the whole class</p> <p>To develop the confidence to talk to other adults they see daily</p>	<p>To use new topic related vocab during the day</p> <p>To talk in sentences using conjunctions - because/and</p> <p>To talk about why things happen</p>	<p>To share their work in front of the class</p> <p>To use new topic vocab in different contexts</p> <p>When speaking, to link statements and stick to a main theme</p>	<p>To use talk to organise, sequence, and clarify thinking, ideas, feelings and events</p> <p><b>ELG</b> Participate in small groups, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p>

<b>Physical Development</b>	<b>2 Year Olds</b>	Autumn	Spring	Summer
	Gross Motor Skills	<p>Ongoing throughout the year: Squiggle while you Wiggle, sticky kids, developing use of knife and fork at lunchtimes, action rhymes</p> <p>Develop independence -toileting, washing hands, and making healthy choices. Ongoing throughout the year: planning will be by SC for PE sessions and gross motor development, children will also develop use of knife and fork at lunchtimes, including cutting up food, scraping waste food, putting away plates etc.</p> <p>Develop independence -toileting (KS1 toilets), making healthy choices - increase knowledge of a healthy lifestyle and wellbeing - sleeping, healthy eating, brushing teeth, safe</p>		

## EYFS LTP

<p><b>N 3-4 year olds</b> <b>Power of PE</b></p>	<p>Fine Motor Skills Self-care</p>	<p>on roads.</p> <p>Begin to be able to move their bodies in different ways. Big movements (Rolling, crawling, walking, jumping, hopping, skipping) Know-how and be able to move around safely with some awareness of others and some degree of control. Start to develop their small motor skills so that they can use a range of tools competently, safely, and confidently Suggested tools: fingers, paint brushes, pencils for drawing, scissors, knives, forks, and spoons Be able to climb balance and jump on small structures To be able to clap and stamp to music Ability to fit themselves into spaces, like tunnels, dens and large boxes, and move around in them Start to go up steps and stairs, or climb up apparatus, using alternate feet To be able to experiment with a wide range of small equipment to build hand and finger strength and hand and eye coordination</p>	<p>To be able to perform a single skill or movement with control (ie jump with 2 feet) Begin to show an increasing desire to be independent, such as wanting to feed themselves Develop Pre-Writing skills through mark making (spontaneous scribbles, vertical, horizontal lines and circles) Travel in a variety of different ways using a wide range of body parts Use a variety of apparatus to balance and climb (pikler triangle set). To be able to use large and small motor skills to do things independently, for example attempts to use a spoon or fork Experiment with a wide range of small equipment to build hand and finger strength and hand and eye co-ordination such as using scissors or rolling ball to another Begin toilet training at home and at school when ready</p>	<p>To be able to kick a stationary ball with either foot and throw a ball with increasing control. Continue to experiment with a wide range of small equipment to build hand and finger strength and hand and eye coordination Confidently and safely use a range of large and small apparatus indoors and outside and in a group. Continue to be able to develop their small motor skills so that they can use a range of tools competently, safely, and confidently Begin toilet training at home and at school.</p>
	<b>Gross Motor Skills (Gross Motor Tuesday with SC)</b>			
	<p><b>NO FOCUS FINE MOTOR ACTIVITY, INSTEAD A FOCUS ON GROSS MOTOR SKILLS IN AUT 1, BEGIN ADULT FOCUS FINE MOTOR ACTIVITY IN AUT 2</b> Gain control of the whole body using large movements - waving, kicking, rolling, crawling, walking, running, jumping Develop their core Using steps and stairs, climbing - 2 feet Sitting on and using scooters/wheeled tricycle Introduce ring games - develop skills of holding hands outstretched and moving</p>	<p><b>FOCUSED FINE MOTOR SKILL ADULT ACTIVITY</b> Using steps and stairs, climbing - alternate feet Develop whole body using large movements confidently - waving, kicking, rolling, crawling, walking, running, jumping Ring games - remember and use sequences and patterns of movement related to song/music/rhythm Match developing physical skills to tasks and activities - deciding whether to walk or crawl over the plank, whether they can do it independently or need support</p>	<p><b>FOCUSED FINE MOTOR SKILL ADULT ACTIVITY</b> Skip, hop and stand on one leg and hold a pose for games such as musical statues Confidently walk over planks, step across crates etc. whilst creating obstacle courses Independently climb/use fixed apparatus in the outside provision Refine movements already acquired - crawling, rolling, walking, jumping, running Core muscle development - cosmic yoga</p>	
	<b>Fine Motor Skills</b>			

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	NO FOCUS FINE MOTOR ACTIVITY, INSTEAD A FOCUS ON GROSS MOTOR SKILLS IN AUT 1, BEGIN AUT 2	FOCUSED FINE MOTOR SKILL ADULT ACTIVITY	FOCUSED FINE MOTOR SKILL ADULT ACTIVITY
	FINE MOTOR EXPECTATIONS - palmer grip	FINE MOTOR EXPECTATIONS - digital pronate grip	FINE MOTOR EXPECTATIONS - splayed four finger grasp - moving into a tripod grip
			
	<p>Explore materials and tools</p> <p>Hold one handed tools - brushes, pencils, crayons, playdough tools</p> <p>Put on coat and cardigan (not fasten)</p> <p><b>Letter_join programme</b></p>	<p>Use one handed tool - brushes, hammers, tweezers, pencils</p> <p>Begin to use scissors to make snips</p> <p>Begin to fasten coats and cardigans with support</p> <p><b>Letter_join programme</b></p>	<p>Use a comfortable grip when holding pens and pencils</p> <p>Show a preference for a dominate hand</p> <p>Use a range of tools with increasing confidence and with competency (brushes, tweezers, scissors)</p> <p>Introduce dough disco</p> <p>Continue to increase independence when fastening coats and cardigans</p> <p><b>Letter_join programme</b></p>
	<b>Health and Self-Care</b>		
	<p>Energetic in short bursts, moderate to vigorous intensity spread across the day (180 mins in total)</p> <p>Daily requirement of 10-13 hours of sleep</p> <p>Able to feed self</p> <p>Holds a cup with two hands, drinks without spilling</p> <p>Developing independence in self-care and surrounding routines, but still needs adult support</p> <p>Developing an increasing control of bowel and bladder</p> <p>Able to help with increasing independence putting on and taking off clothes e.g. hat</p>	<p>Increasingly recognises danger and seeks support from a significant adult</p> <p>Beginning to express their emotions and thoughts through words in addition to facial expressions</p> <p>Uses words to express needs, i.e. hunger, tiredness</p> <p>Can name and identify parts of the body</p> <p>Observes and can describe in words or actions the effects of physical activity on their body</p> <p>Shows an understanding that equipment and tools can be used safely</p> <p>Start eating independently</p> <p>Willing to try and range of different textures and tastes and expresses a preference</p> <p>Observes and controls breath, able to take deep breaths</p> <p>Can copy body movements</p>	<p>Becoming increasingly independent in meeting their own care needs e.g. using the toilet, washing and drying their hands, brushing teeth</p> <p>Becoming increasingly independent as they get dressed and undressed, e.g. putting coat on, pulls up zip, sometimes requiring adult support</p> <p>Sometimes makes healthy choices about food, drink, activity</p> <p>Describe physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad</p> <p>Can initiate actions or movements for other children to copy</p> <p>Usually dry and clean during the day</p>

## EYFS LTP

			Gains more bowel and bladder control and can attend to toileting needs most of the time themselves
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<b>R</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	
	<p>Ongoing throughout the year: planning will be by SC for PE sessions and gross motor development, children will also develop use of knife and fork at lunchtimes, including cutting up food, scraping waste food, putting away plates etc.                  Develop independence -toileting (KS1 toilets), making healthy choices - increase knowledge of a healthy lifestyle and wellbeing - sleeping, healthy eating, brushing teeth, safe on roads.                  Develop school routines - lining up, lunchtime routines, assemblies, break times</p>			
	<b>Gross Motor Skills (Gross Motor Wednesday with SC)</b>			
	<p><b>PE scheme +</b>                  Revise and refine movements already acquired - crawling, rolling, walking, jumping, running, hopping, skipping, climbing                   Begin to develop catching, kicking, passing, batting and aiming                   Develop core muscle strength for sitting - cosmic yoga</p>	<p><b>PE scheme +</b>                  Develop and refine a range of ball skills - throwing, catching, kicking, passing, batting and aiming                   Revise and refine movements already acquired - crawling, rolling, walking, jumping, running, hopping, skipping, climbing                   Begin to have spatial awareness and use of space                   Be able to sit at a table and on the floor</p>	<p><b>PE scheme +</b>                  Have an increasing awareness of space and negotiate                   Confidently use a range of ball skills- throwing, catching, kicking, passing, batting and aiming                   Confidently use movements already acquired - crawling, rolling, walking, jumping, running, hopping, skipping, climbing  <b>ELG</b>                  Negotiate space and obstacles safely with considerations for themselves and others                   Demonstrate strength, balance and coordination                   Move energetically - running, jumping, dancing, hopping, skipping, climbing</p>	
<b>Fine Motor Skills</b>				

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		<p><b>FINE MOTOR EXPECTATIONS</b> - splayed four finger grasp, moving into tripod grip</p> <div style="display: flex; justify-content: space-around;">   </div> <p>Introduce and develop how to hold a pencil/Show a preference for a dominant hand</p> <p>Use a range of tools with increasing independence, competence and confidently (brushes, pencils, scissors)</p> <p>Begin to introduce and form letters correctly</p> <p>Be independent when putting on coats and cardigans</p> <p>Get undressed and dressed independently</p>	<p><b>FINE MOTOR EXPECTATIONS</b> - static tripod and quad grip</p> <div style="text-align: center;">  </div> <p>Use a range of tools independently, competence and confidently (brushes, pencils, scissors)</p> <p>Form letters with increasing accuracy</p> <p>Independently put on and fasten coats and cardigans independently</p> <p>Undress and dress with increasing independence</p>	<p><b>FINE MOTOR EXPECTATIONS</b> - dynamic tripod grip</p> <div style="text-align: center;">  </div> <p>Beginning to use accurate and efficient style of writing</p> <p><b>ELG</b></p> <p>Hold a pencil effectively in prep for fluent writing - tripod grip in almost all cases</p> <p>Use a range of small tools, including scissors, paintbrushes, cutlery</p>
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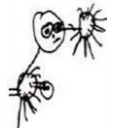




		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>PSED</b></p> <ul style="list-style-type: none"> <li>-self regulation</li> <li>-managing self</li> <li>-building relationships</li> </ul>	<p>ALL EYFS - we promote and celebrate key events throughout the year, we also realise and acknowledge that children's PSED</p>	<p style="text-align: center;"><b>Being Me in My World</b></p> <p>Includes lessons on Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities</p> <p><b>SUGGESTED BOOKS:</b></p> <div style="display: flex; justify-content: space-around;">   </div>	<p style="text-align: center;"><b>Celebrating Difference</b></p> <p>Includes lessons on Identifying talents Being special Families Where we live Making friends Standing up for yourself</p> <p><b>SUGGESTED BOOKS:</b></p> <div style="text-align: center;">  </div>	<p style="text-align: center;"><b>Dreams and Goals</b></p> <p>Includes lessons on Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Achieving goals</p> <p><b>SUGGESTED BOOKS:</b></p> <div style="display: flex; justify-content: space-around;">   </div>	<p style="text-align: center;"><b>Healthy Me</b></p> <p>Includes lessons on Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety</p> <p><b>SUGGESTED BOOKS:</b></p> <div style="display: flex; justify-content: space-around;">   </div>	<p style="text-align: center;"><b>Relationships</b></p> <p>Includes lessons on Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend</p> <p><b>SUGGESTED BOOKS:</b></p> <div style="display: flex; justify-content: space-around;">   </div>	<p style="text-align: center;"><b>Changing Me</b></p> <p>Includes lessons on Bodies Respecting my body Growing up Fun and fears Celebrations</p> <p><b>SUGGESTED BOOKS:</b></p> <div style="display: flex; justify-content: space-around;">   </div>

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<p>N/CLINKS PSHE/RE</p>						
<b>KEY EVENTS - also see Knowledge of the World</b>						
Pants PPG Fundraiser Halloween Party Anti-Bullying	Children in Need Red Nose Day Road Safety Remembrance Diwali Christmas	Mental Health Awareness Week Chinese New Year Pancake Tuesday	Day Shrove Tuesday Mother's Day Easter	St Georges Day Ramadan	Father's Day Water safety and a trip to the Seaside	
<p><b>3-4 Year Olds</b>  <u><b>Self-Regulation</b></u>                  Have high expectations for children following instructions, with high levels of support where needed                  Model positive behaviour, highlight exemplary behaviour of children in the class, narrating what was kind and considerate. Encourage children to express feelings if they feel hurt/upset. Help and reassure when they are distressed, upset or confused Model and give strategies for staying calm in the face of frustration, talk through taking turns, waiting politely, tidying up etc. Encourage them to think about their own feelings and others, giving explicit examples and allowing time for reflection.                  Ask children to explain how others thought about a problem or emotion and how they dealt with it.</p> <p><u><b>Managing Self</b></u>                  Provide opportunities for children to tell each other about their work and play, help them reflect, and self-evaluate. Support development of problem-solving skills, talking though how you, they, others resolved and problem or difficulty                  Support and develop skills and awareness of children identifying when their behaviour was not in accordance with the class rules, support to respect class rules and behaviour towards others,                  Model healthy eating habits and highlight importance of eating healthily, model /praise good hygiene practise e.g., washing hands</p>					<p>ELG -Self Regulation R                  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.                  ELG - Managing self                  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.                  Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.                  ELG - building relationships                  Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.                  Show sensitivity to their own and to others' needs</p>	

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		<p><b>Building Relationships</b>            Model and support development of listening skills - listening to what others are saying Model personal interests, encourage and highlight children's interest</p> <p>Model and support the development of cooperative play - sharing and taking turns.            Promote and spotlight kindness to others, model behaviours and talk through and support children to develop skills in plays.</p> <p><b>2 Year Olds</b>  <b>Self-Regulation &amp; Managing Self</b>            To begin to be able to find ways of managing transitions smoothly, for example from their parent to their key person. Be able to begin to show a desire to be independent to access the classroom environment. Be able to begin to be aware of school routines and boundaries. Begin to express preferences and decisions, try new things, and start establishing their autonomy. Recognise that some actions can hurt or harm others and begin to demonstrate the ability to control self. Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions</p> <p><b>Building Relationships</b>            Be able to separate from their main carer and begin to adapt to the new school environment. To know that they can be comforted by adults in class and at school. Know that they can approach adults for help. Begin to feel confident when taken out of their classroom and enjoy exploring new places with their key person. To be able to play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Begin to be able to talk about their feelings in more elaborated ways: "I'm sad." To be able to develop independence to try to do things by themselves. Show a growing ability to distract self when upset, e.g. by engaging in a new play activity.</p>				
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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Literacy</b> - comprehension -word reading -writing  <i>Oxford Owl            -Launchpad            for Literacy</i>	N	Reading traditional stories and stories with repeated refrains during daily story time. Squiggle while you wiggle to be done at least 3 x a week <span style="float: right;">See physical development for progression of fine motor skills</span>					
		<b>Pre Writing</b>					
		<b>Pre- WRITING PROGRESSION</b>  1. Pictures  Add marks to their drawings to give meaning Make marks to represent their names	<b>WRITING PROGRESSION</b>  2. Random Scribbling  Making marks from top/ bottom and left/right Making circles in the correct orientation	<b>WRITING PROGRESSION</b>  3. Scribble Writing (Practice to lead children to form real writing)  Making zig zags mark Begin to write some letters in their name - initial letter o	<b>WRITING PROGRESSION</b>  4. Symbols That Represent Letters  Write some letters in their name	<b>WRITING PROGRESSION</b>  5. Random Letters (The relationship between sounds of letters and what the child is trying to say)  Write most of their name (NB we do not teach letter names in nursery so do not directly teach letter formation but do use	

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						the programme Letter_join to encourage correct letter formation, grip and posture)
<b>Reading</b>						
	<p><b>ELS Oxford Owl</b> Nursery/Pre-School Phase 1 activities ELS Foundation Stage Seven aspects:</p> <ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Instrumental sounds</li> <li>• Body percussion</li> <li>• Rhythm and rhyme</li> <li>• Alliteration</li> <li>• Voice sounds</li> <li>• Oral blending</li> </ul> <p>Sound walks/lotto/ games - identify and name sounds Singing nursery rhymes - playing instruments to build up keeping a beat Hold a book correctly Recognise print has meaning</p>	<p><b>ELS Oxford Owl</b> Nursery/Pre-School Phase 1 activities ELS Foundation Stage Seven aspects:</p> <ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Instrumental sounds</li> <li>• Body percussion</li> <li>• Rhythm and rhyme</li> <li>• Alliteration</li> <li>• Voice sounds</li> <li>• Oral blending</li> </ul> <p>Sound walks/lotto/ games - identify and name sounds Singing nursery rhymes - playing instruments to build up keeping a beat Hold a book correctly Recognise print has meaning</p>	<p><b>ELS Oxford Owl</b> Continue Phase 1 activities</p> <ul style="list-style-type: none"> <li>• Oral blending linked to the phoneme.</li> <li>• Introduction of the GPC and support for what the children can be asked to do.</li> <li>• Alliteration linked to the flashcard image.</li> <li>• Rhymes linked to the flashcard image/phoneme</li> </ul> <p>Adults to model and point out rhymes Singing rhyming songs/nursery rhymes Model clapping syllables Model how print works from left to right, top to bottom/ model turning pages / name parts of a book (front cover, blurb, text, illustration, author, illustrator)</p>	<p><b>ELS Oxford Owl</b> Continue Phase 1 activities</p> <ul style="list-style-type: none"> <li>• Oral blending linked to the phoneme.</li> <li>• Introduction of the GPC and support for what the children can be asked to do.</li> <li>• Alliteration linked to the flashcard image.</li> <li>• Rhymes linked to the flashcard image.</li> <li>• Questions and activities linked to the flashcard image/phoneme</li> </ul> <p>Children to begin to identify rhyming words Support children to clap syllables in their names Children begin to see print works from left to right, top to bottom/</p>	<p><b>ELS Oxford Owl</b> Continue Phase 1 activities</p> <ul style="list-style-type: none"> <li>• Oral blending linked to the phoneme.</li> <li>• Introduction of the GPC and support for what the children can be asked to do.</li> <li>• Alliteration linked to the flashcard image.</li> <li>• Rhymes linked to the flashcard image.</li> <li>• Questions and activities linked to the flashcard image/phoneme</li> </ul> <p>Children to spot rhymes Begin to clap syllables in 1 / 2 syllable words</p>	<p><b>ELS Oxford Owl</b> Continue Phase 1 activities</p> <ul style="list-style-type: none"> <li>• Oral blending linked to the phoneme.</li> <li>• Introduction of the GPC and support for what the children can be asked to do.</li> <li>• Alliteration linked to the flashcard image.</li> <li>• Rhymes linked to the flashcard image.</li> <li>• Questions and activities linked to the flashcard image/phoneme</li> </ul> <p>Children to spot rhymes Begin to clap syllables in multi syllable words</p>

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				Start to explore /satpin/	name parts of book (front cover, blurb, text, illustration, author, illustrator)		
<b>Comprehension</b>							
		Pay attention and respond to pictures or the words Repeat words and phrases from familiar stories Make comments about the book	Engage in stories	Engage in stories and talk about them	Engage in stories, begin to have conversation about them	Engage in stories, begin to have conversation about them, begin to use vocab from the book to talk about them	Have conversation about them, begin to use vocab from the book to talk about them Begin to join in with repeated refrains

	<b>R</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Writing</b>							
<b>Early Steps</b>							
<p>I explore making marks, but I do not communicate meaning. Random scribbling. I draw pictures. I use lines to look like writing. Scribble writing Left to right direction I begin to assign meaning. I write symbols and shapes that look like writing. I assign meaning to the marks Attempts to write name I write random letters with no connection between letters and sounds. I talk about my writing. Writes name from memory I use letter strings which travel from left to right and top to bottom. I attempt to 'read' my writing. I write letters with spaces between them to resemble the idea of words. I copy words that I see in the environment around me. I often do not know what the words say.</p> <p style="text-align: center;">Developing Writing</p> <p>Words I am beginning to hear initial sounds and attempt to write these down. m - mum letter for name I can hear initial sounds in words and write the letters down to match. c - cat d- dog p - pig I can write short strings of letters to represent words. Two or three letters in sequence. Hearing /writing final sounds first and then medial. Left to right. muy - mummy sbr - strawberry I can spell out and write down vc cvc words by matching letters and sounds. at in up cat dog pig I can write High Frequency decodable and tricky words from memory. mum dad. and can I go to the no into I can spell out words with consonant clusters, vowel digraphs and trigraphs. buzz fill. mess ship. chip thing rush boat sheep now soil chair night. Pure. I write more challenging words with a sound knowledge of Phase 2, 3 and 4 phonics. Plausible attempts Phase 2, 3 and 4 HF words Adjacent consonants</p> <p style="text-align: center;">Developing Writing</p> <p>Sentences I can formulate and say a simple sentence for writing. I can orally compose a sentence and hold it in my memory before I start to write it. I can write a series of</p>							

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beginning letters and sounds for my phrase. There may be no spaces between words. I can recall the order of words in my sentences. I start to put finger spaces between my words and to use known words. Writing is I can write a sentence with a full stop and capital letter. I can re-read it and check that it makes sense. Others can read my sentence. I can write spaces between all the words in my sentences. Some punctuation may be used. Medial and end sounds evident I can write two or more sentences using real spellings and silent letters. Most sentences have the correct beginning and end punctuation.

Repeats & recalls Begins to be readable to others. readable. I start to read my sentence. including vowels in my spellings.

Text forms

and

purposes I attempt to write simple labels. I can write simple labels I can write simple lists. I can write short captions and messages. I can write lists, greeting cards and menus.

I can write captions I can write instructions. I can write postcards. I can write simple stories with a beginning, middle and end. I can write a letter. I can write stories with narratives and storytelling language. I can write at length.

### Word Reading (phonics) - ELS Oxford Owl

Week 1 s a t p Week 2 i n m d Week 3 g o c k i Week 4 c k e u r Week 5 h b f l Tricky Words - I, is, the	Week 1 ff ll ss j Week 2 v w x y Week 3 z zz qu, ch words with s /s/ added at the end (hats sits) Week 4 sh th ng nk Week 5 words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags)  Tricky words - and, his, her, has, as, go, no, to, into, she, he of, we me be	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 ff Week 5 longer word  Tricky Words - was, you, they, my, by, all, are, sure, pure	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 ending in -ing compound words Week 5 longer words words with s in the middle /z/ s words ending -s words with -es at end /z/	Week 1 short vowels CVCC Week 2 short vowels CVCC CCVC Week 3 short vowels CCVCC CCCVC CCCVCC longer Week 4 longer words compound words Week 5 root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est Tricky words- said, so, have, like, some, come, love do, were, here, little, says, there, when, what, one	Week 1 -long vowel sounds CVCC CCVC Week 2 long vowel sounds CCVC CCCVC CCVCC Week 3 Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words Week 4 root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Week 5 Phase 4 words ending in: -s /s/, -s /z/, -es longer word
<b>ELG</b> 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.					

### Comprehension

Ask questions about stories Repeat words and phrases from familiar books	Has a favourite book which they will share with others	Answer questions about a text that has been read to them	Seek familiar books to re-read Requests favourite	Share a book with a peer, retelling the story in their own	<b>ELG</b> Demonstrate understanding of what

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		Handles books correctly	Begin to act out stories using props	Begin to predict what might happen next in a story Act out stories	books/stories/poems Talk about and describe characters in a story	words and use of repeating refrain and vocab from the books	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 During role-play
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		Autumn	Spring	Summer
<b>Maths</b> -number -numerical patterns  <i>N/C LINKS</i> <b>Maths</b>	<b>N</b> <b>Master</b> <b>The</b> <b>Curriculu</b> <b>m</b>	<b>Number</b> 1:1 correspondence, Number rhymes to 5 Reciting numbers to 5 Touch counting to 2 Subitising to 2 <b>Matching and Sorting</b> Finding things which are the same and which are different <b>Mathematical Pattern</b> Positional language 2d shapes Size/Length capacity/mass	<b>Number</b> Number rhymes to 10 Recite numbers to 10 Show finger representations to 5 '3' and '4' counting and subitising Cardinal principle Counting things that can't be seen <b>Shapes</b> 2D shapes	<b>Number</b> Number recognition to 5 Link objects to numerals More than/fewer than Solving problems with numbers to 5 Experiment with mark making <b>Mathematical Pattern</b> Patterns, including repeating patterns 2d/3d shapes Days of the week
	<b>R</b>	<b>Mastering numbers in Reception is followed</b> Compare capacity. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	Compare length and weight  Continue, copy and create repeating patterns.	Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
		Continue, copy and create repeating patterns.		

## EYFS LTP

<b>ELG</b>	<p><b>Number</b>            Have a deep understanding of number to 10, including the composition of each number            Subitise up to 5            Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts</p> <p><b>Numerical Patterns</b>            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>
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		Autumn	Spring	Summer
<b>Understanding the World</b> -past and present -people, culture, communities	<b>CELEBRATIONS</b> (also see PSED)	Halloween Harvest Bonfire Night Diwali Remembrance Day Christmas 	Chinese New Year Valentine's Day Pancake Day Mother's Day Easter 	Father's Day Ramadan
		NURSERY - Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos		
		RECEPTION - Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.		

## EYFS LTP

<p>S</p> <p>- the natural world</p> <p>History</p> <p>Geography</p> <p>Science RE</p>		<p>Possible Activities</p> <p>Talk about different festivals and how they are celebrated - watch films, look at photos, compare to how we dress/celebrate etc</p> <p>Make/cook traditional food eaten at the celebration - taste, describe and compare to food we eat everyday</p> <p>Find out where the 'main/key' celebrations take place - what country do they originate from- look at maps and what the places of worship look like</p> <p>Visit places of worship</p> <p>Talk about how places can be special to different people. Share any firsthand experiences the children have of the celebrations</p> <p style="text-align: center;"><b>These skills are ongoing throughout the year, but the skill will be focused upon during these terms, through developing vocab and communication</b></p>
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	Past and Present					
	N	Talk about themselves	Talk about their family - who is in it, what do they do as a family etc.	Talk about their personal experiences - teacher model terms a long time ago/today	Talk about past seaside experiences with their family	
	R	<p>Talk about their personal experiences</p> <p>Talk about their immediate family and past experiences</p> <p>Introduce terms past and present</p> <p>Who is our King?</p>	<p>Talk about and describe images of familiar situations from the past</p> <p>Use terms past and present - identify events from the past and now</p>	<p>Comment and compare images of familiar situations in the past to today</p> <p>Talk about the role of people in their family and of those in the surrounding area</p> <p>Role of people around us - nurses - link to Mary Seacole/Florence Nightingale</p>	<p>Compare and contrast characters from stories, including figures from the past</p> <p>Animals now and then - dinosaurs - Mary Anning</p> <p>Compare old and new vehicles</p>	<p><b>ELG</b></p> <p>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 read in class and storytelling</p>
	People, Culture and Communities					
	N	Talk about themselves and recognise what they look like, what they liked doing etc.	<p>Begin to notice that not everyone is the same in the class</p> <p>Through story, begin to notice different jobs/occupations</p>	<p>Talk about the jobs of people in their family</p> <p>Talk about how people are different and the same - nurses in the past</p>		<p>Begin to talk about different places they have been to and what it was like</p>

## EYFS LTP

	<p>R</p>	<p>Talk about where they live and describe what it is like.</p>	<p>Where are we on a map - realise maps give information and name places Be able to say where we live Describe locations environments in stories</p>	<p>Talk about role of people around us - firefighters</p>	<p>Begin to recognise that our country is different to other countries</p>	<p>Describe how our country is different to others</p>	<p><b>ELG</b> 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, nonfiction texts and (when appropriate) maps</p>








## EYFS LTP

The Natural World							
N	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Begin to explore collections of materials with similar properties</p> <p>Talk about what they could do as a baby and what they can do now.</p> <p>Talk about older people in the family and younger people</p>	<p>Explore collections of materials with similar and/or different properties and begin to talk about them</p> <p>Talk about what they see/hear</p>	<p>Explore collections of materials with similar and/or different properties and begin to talk about them using a wider vocab</p> <p>Talk about what they see/hear with using vocab taught</p> <p>Explore how things work with increased confidence</p>	<p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p>	<p>Explore how things work with increased confidence talking about how they work</p> <p>Talk about the differences between materials and changes they notice</p> <p>Name and describe animals</p> <p>Begin to understand the key features of the life cycle of a plant and animal</p>	<p>Explore and talk about different forces they can feel</p> <p>Talk about how they need to respect and can care for the natural environment and all living things.</p>	
R	<p>Explore the natural world around them - begin to describe what they see, hear and feel with support to model vocab</p> <p>Notice some effect of changing seasons</p> <p>Explain how they have changed over the years.</p> <p>Describe the differences between them and older/younger people in their family</p>	<p>Notice effect of changing seasons on natural world around them</p> <p>Compare our environment to another, supported to identify similarities and differences</p> <p>Explore the natural world around them - and say what they see, hear and feel (outside play)</p>	<p>Explore the natural world around them - and describe what they see, hear and feel (outside play)</p>	<p>Notice and describe effect of changing seasons on the natural world around them</p> <p>Recognise and say how an environment is different to ours</p>	<p>Compare how an environment is different to ours - similarities/ differences - what animals live where?</p>	<p><b>ELG</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Understand some processes and changes in the natural world around them, including the seasons and changing states of matter</p>	

## EYFS LTP

POSSIBLE ACTIVITIES LINKED TO TS	CYCLE 1	<p>Talk about immediate family and friends</p> <p>Talk about experiences relating to family life and events in stories</p> <p>Talk about homes /families</p> <p>Talk about their immediate environments</p> <p>Explore natural materials found outside</p> <p>Autumn walk</p> <p>How do humans change</p> <p>Who is the King?</p>	<p>Light and Dark</p> <p>Space including famous astronauts</p> <p>Nocturnal animals - here and around the world</p> <p>Sequencing our day - talking about immediate family and experiences</p> <p>Winter - ice/water</p>	<p>Talk about different occupations, compare to roles around the world</p> <p>Talk about experiences of people who have helped us - Florence Nightingale/Mary Seacole</p> <p>How do tools/vehicles work, included in small world Forces - push and pulls</p>	<p>Parts of plants</p> <p>Watching plants grow form seeds/bulbs.</p> <p>Look after plants as they grow.</p> <p>Healthy foods</p> <p>Plants around the world</p> <p>Spring walk</p> <p>Talk about experiences of gardening and growing plants/veg</p>	<p>Observe chicks hatching/growing</p> <p>Relate to pets at home</p> <p>Look at animals around the world - where do they live, what do they look like, what do they eat etc.</p> <p>Summer walk/experiences</p>	<p>Use senses</p> <p>Talk about experiences of seaside visits</p> <p>Holidays in past</p> <p>What animals live at the seaside? Habitats</p> <p>Rubbish in the sea - environment effects</p> <p>Summer</p> <p>Floating and sinking.</p>
	CYCLE 2	<p>Talk about fictional characters and settings.</p> <p>Look at where the stories were created on a map.</p> <p>Autumn/winter weather - sort clothes/compare materials</p> <p>Look at cultures behind the stories.</p> <p>Talk about different occupations shown in the tales.</p> <p>Winter - ice/water</p>	<p>Talk about how people can help one another</p> <p>Talk about personal experiences of being helpful.</p> <p>How are you unique.</p> <p>Magnets</p>	<p>Parts of plants.</p> <p>Watching plants grow form seeds/bulbs.</p> <p>Look after plants as they grow.</p> <p>Healthy foods.</p> <p>Plants around the world.</p> <p>Observing insects.</p> <p>Lifecycles of insects.</p> <p>Watch lifecycle of butterflies</p> <p>Talk about experiences of gardening and growing plants/veg</p> <p>Spring walk</p>	<p>Look at animals around the world - where do they live, what do they look like, what do they eat etc.</p> <p>Summer walk/experiences</p> <p>Animals - dinosaurs - Mary Anning</p>	<p>Look at different types of transport - how have they changed through time?</p> <p>How do we travel around the world?</p> <p>Look at journeys around the world.</p> <p>Compare types of transport - difference between them and old and new</p> <p>Friction</p> <p>Sound</p>	

## EYFS LTP

		Autumn	Spring	Summer
<b>Expressive Arts and Design</b> -creating with materials -being imaginative and expressive	N	Drawing/Painting Development  Scribble stage - records of enjoyable kinesthetic movements, no attempts at portrayal of the real world.	Drawing/Painting Development  Random, controlled scribbles, taking on board shapes, the first being circular movements.	Drawing/Painting Development  Naming the scribble - drawings may look like scribble, but children ascribe meaning to them.
	R	Drawing/Painting Development  Pre schematic stage- children create a tangible record of their thoughts. Symbols for different images may change as they search for new concepts.	Drawing/Painting Development   Schematic stage- children have a definite way to portray certain objects using simple shapes.	Drawing/Painting Development  Realism stage- children add detail to their work and compare it to that of others and real objects/images
<b>Being Creative - Creating with Materials</b>				
<b>N/C LINKS</b> Art and Design DT Music PE	N	Begin to explore different materials and textures through free exploration Introduce glue as a way to join materials Begin to draw lines and circles using a range of media Explore printing with body parts and objects	Begin to create enclosed shapes to represent themselves - body/face and other objects Continue to explore different materials/textures and begin to develop own ideas for how to use them Begin to join materials in different ways Begin to explore colour mixing	Develop own ideas and decide which materials to use Join different materials Create closed shapes with continuous lines and give meaning to them Explore colour and colour mixing
	R	Draw with increasing complexity and details - represent a face with a circle and details Begin to show emotion within pictures Safely use and explore a wide variety of materials and tools Talk about creations Begin to return to and build upon previous learning	Explore and use a variety of artistic effects to express ideas and feelings Show emotion within pictures Return to and build upon previous learning refining ideas and developing their ability to represent them Begin to create collaboratively, share ideas, resources, and skills.	ELG 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 used. Make use of props and materials when role playing characters in narratives and stories.
	N	Begin to take part in pretend play Begin to create own small world scenes - linked to interests Listen with increased attention to sounds Sing and remember some simple rhymes and songs Play instruments with increased control	Begin to respond to what they have heard Play instruments to express feelings and ideas Take part in simple pretend play and begin to use an object to represent something else Begin to develop complex stories using small world equip Begin to make imaginative and complex small worlds	ELG Remember and sing entire songs Take part in pretend play, using an object represent something not familiar Develop complex stories using small world equip. Make imaginative and complex small worlds
	R PE lessons involve dance and movement	Begin to develop storylines in pretend play Begin to listen attentively to and move and talk about music Sing in a group Begin to explore and engage in music making and dance	Develop storylines in their play Explore and engage in music making and dance, performing solo or in groups Sing nursery rhymes or simple songs alone or in a group	ELG Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

## EYFS LTP

### All EYFS

The careful planning of adult directs, enhancements and continuous provision will provide children with the experiences needed to achieve the ELG for Expressive arts and design. Continuous provision, enhancements and adult led activities will be planned to provide skills such as:

#### **Art & DT**

Drawing - to use a variety of materials including pens, pencils, charcoal and pastel/to experiment with drawing lines and circles/to accurately draw a person/observational work

Texture - handling and manipulating objects (clay, sand, textiles, dough)/collage/sensory experience

Colour- paint, pencils, crayons, pastels/using and naming primary colours/mixing colours/making marks and giving meaning

Form - 3d work at the creative area/joining, fixing and handling tools/constructing/building/planning

Pattern- to experiment with irregular and repeating patterns/simple symmetry

**Music/Movement - (weekly adult led music lessons in nursery and reception/ weekly PE lessons in Nursery and Reception following the school scheme)**

Hearing and listening - Can distinguish between sounds of instruments/dynamics/rhythm

Vocalising and singing - sings songs/rhymes and make up songs

Moving and dancing - clap/move to a beat/move in different ways to music (link to PE)

Exploring and playing - explore different instruments

#### **Play**

Within provision children will have access to a permanent home corner - enhanced as needed as well as role play areas linked to themes, books or interests.

They will have access to a small world area, which will have some construction within it to enhance story and play.

They will have access to a construction area, which will also have small world items within it to develop play and stories.

Outside, there are materials and equipment to allow them to create their own role play; small world and construction is also available outside.

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