



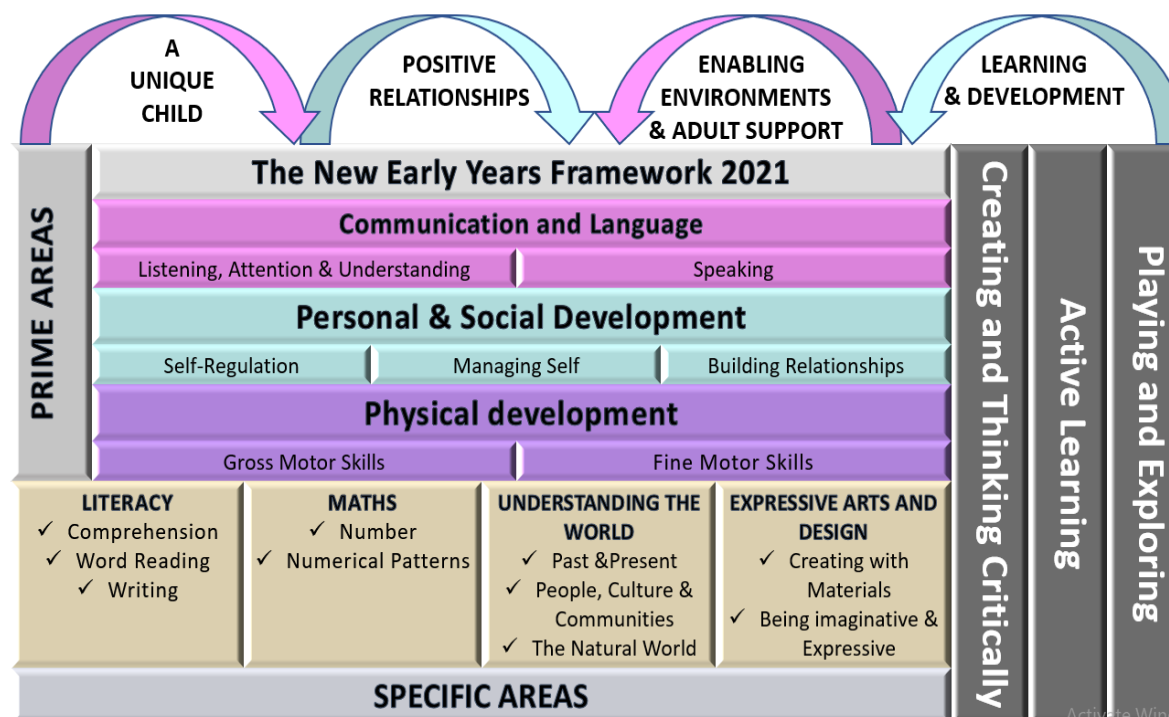
Foundation Stage Long Term Plan

2023-24



“The EYFS curriculum at Boston West Academy is based on the Statutory framework for the EYFS. It is designed to be active, hands-on and memorable.

The focus is squarely on learning that is enjoyable for all and driven by the interests of the pupils.”

“Children and families are supported through a range of transition opportunities, enabling us to get to know them well and build a strong relationship with families from the start. We challenge and support all children whatever their starting point, demonstrating inclusivity. As an EYFS team we are effective role models, providing high quality interactions in order to develop and deepen the children’s learning opportunities”.



For the school year 2023/24 the summer 1 and summer 2 topics will be swapped over

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	Marvellous Me	Amazing Animals	Spectacular Space	Traditional Tales	Mad about Minibeasts	Growing Galore
 OVER ARCHING PRINCIPLES 	Characteristics of Effective Learning					
	<p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between other children, all staff and parents/carers. This promotes independence across the EYFS curriculum.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates. All children should be supported and challenged to make progress from their starting points regardless of SEND, EAL etc.</p>						

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	Marvellous Me	Amazing Animals	Spectacular Space	Traditional Tales	Mad about Minibeasts	Growing Galore
BOSTON WEST ACADEMY EYFS INTENT, IMPLEMENTATION AND IMPACT STATEMENT	<p>The Statutory framework for the Early Years Foundation Stage sets the standards for learning, development and care for children from birth to 5 years.</p> <p>Intent Our curriculum is designed to recognise children’s prior learning, both from previous settings and their experiences at home. We work in partnership with parents, carers and other settings to provide the best possible start at Boston West Academy, ensuring each individual reaches their full potential from their various starting points. Our curriculum has been designed to enable children to succeed through cooperative and collaborative learning principles. As such, there is a strong emphasis on the Prime Areas of learning; Personal, Social and Emotional Development and Communication and Language, including Oracy and Vocabulary. At Boston West Academy, we recognise that oracy and improved vocabulary not only improves academic outcomes but is a life skill to ensure success beyond school, in life and future employment. Oracy develops children’s thinking and understanding, which in turn promotes self-confidence, resilience and empathy which support the child’s well-being. Our enabling environments and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration right from the start. We believe that high level engagement ensures high level attainment. We therefore provide an engaging curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences, as well as promoting the unique child by offering extended periods of play and sustained thinking.</p> <p>Implementation Each half term, EYFS staff introduce a new theme to provide inspiration for learning, whilst providing flexibility for children to follow their own interests and ideas. Children learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured so that children have directed teaching during the day, altering throughout the year to take into consideration the changing needs of the children. A balance of whole class/ small, focused group work means the teacher can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning. Children are provided with plenty of time to engage in ‘exploration’ throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas.</p>					

BOSTON WEST
ACADEMY
EYFS
INTENT,
IMPLEMENTATION
AND
IMPACT
STATEMENT

English

Reading and vocabulary development is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. In EYFS we choose books that not only develop a love of reading, but have been chosen specifically to develop children's oracy, vocabulary and comprehension. Books are revisited and read several times, through this, children begin to internalise new vocabulary, language patterns and begin to retell stories. There is cohesion and consistency with our approach to align with the whole school Literacy Curriculum that is followed from Years 1-6 including a focus on tier 1, 2 and 3 vocabulary.

In Phonics we follow the Little Wandle programme to ensure consistency across the school. This provides a fast paced highly comprehensive phonics scheme implemented across reception and year one. Children are given Little Wandle reading books that match their phonic knowledge enabling them to apply their learning with the aim of becoming successful, confident and fluent readers. Children practice decoding, prosody and comprehension across several sessions in school before taking the books home to share with parents.

Mathematics

In Reception, we follow the White Rose Maths Scheme of work. High quality learning environments and meaningful interactions with adults, support children in developing mathematical thinking and discussion. Pupils learn through games and tasks using concrete manipulatives and pictorial structures and representations which are then rehearsed applied and recorded within their own child-led exploration.

Wider Curriculum

EYFS staff have a good understanding of how ELG's feed into the National Curriculum through our robust planning, in reverse, colleagues throughout the school are also aware of the key ELG's that link to each foundation subject and the progression of the subject. Exciting, purposeful and contextual activities are planned to build on children's natural curiosity. For example, building a boat for their favourite toy enables them to think like a 'Scientist' and 'Engineer' as they explore a range of materials and test out their own ideas. Building further on our oracy and vocabulary focus, children will be encouraged to employ subject specific language and terminology in foundation subjects, and such vocabulary will be modelled, both verbally and orally, by supporting practitioners. Our inclusive approach means that all children learn together. However, we have a range of additional intervention and support for children who may not be reaching their potential or are showing a greater depth of understanding and need further challenge. This includes, for example, sessions for developing speech and language, social skills, fine motor skills, phonics, and mathematics.

Impact





Baseline: Prior to children starting, staff spend time speaking to the child's parents, previous settings and read previous learning journeys to gain an understanding of the whole child and where they are at. During the first half term in Reception, all staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies

BOSTON WEST
ACADEMY
EYFS
INTENT,
IMPLEMENTATION
AND
IMPACT
STATEMENT

each individual's starting points in all areas so we can plan experiences to ensure progress. The following baseline assessments are also carried out. The RBA (Statutory Reception Baseline Assessment) This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2. Late in the Autumn term all children are screened using NELI (Nuffield Early Language Intervention). NELI is an evidence-based oral language intervention for children who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. The assessment informs us if the child is at expected for their age or requires intervention from trained NELI practitioners.

Ongoing Observation: All ongoing observations are used to inform weekly planning and identify children's next steps. This formative assessment does not involve prolonged periods of time away from the children and excessive paperwork. Practitioners draw on their knowledge of the child and their own expert professional judgements through discussions with other practitioners, photographs and physical examples such as a child's drawing / making. Some observations are uploaded using Tapestry and shared with the supporting parents and carers and examples kept in individual files.

Assessment: Phonic assessments are carried out using Little Wandle assessments on Phonics Tracker every half term to quickly identify pupils that are not making expected progress. Our aim is for children to 'keep up' rather than 'catch up' where possible. Interventions are put into place for children needing additional support. Assessments are completed three times per year on Target Tracker and information shared with parents on the progress made. In Summer Term 2, the EYFSP is completed where the class teacher will judge whether the child has met each of the 17 ELG's. They will be assessed as either 'emerging' or 'expected.' Whilst there is no judgement to state if a child is exceeding beyond an ELG, teachers, have a duty to provide a narrative for both parents and the Year 1 teacher. Impact is also evident through our successful transitions into Year 1. EYFS staff have a good understanding of how ELG's link to the National Curriculum, and through our robust planning and delivery across the spectrum of subjects – both core and foundation - children leave the EYFS stage with the skills, knowledge and confidence to continue their journey as scientists, historians, artists and geographers.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	Marvellous Me	Amazing Animals	Spectacular Space	Traditional Tales	Mad about Minibeasts	Growing Galore
BOSTON WEST ACADEMY CARE VALUES AND CURRICULUM DRIVERS	CARE	Collaboration	Attitude	Respect	Equality	Celebrate all CARE values
	<p>Our over-arching value of care is underpinned by four other core values: collaboration, attitude, respect and equality (CARE). Each half term one of these values is focused on, and then celebrated regularly throughout the year with children being encouraged to care for and respect themselves, others and the environment.</p>					
	<p>There are four key drivers in our curriculum. These form the foundations of our curriculum and permeate all aspects of school:</p> <ul style="list-style-type: none">  We provide our children with safe and varied outdoor experiences which they might not access at home or elsewhere. Outdoor learning provides health benefits and opportunities to self-assess risk. As well as this, it promotes well-being, collaboration, a connection to nature and a greater level of enjoyment and motivation.  Boston has one of the highest levels of childhood obesity in the country. We encourage healthy living and active learning beyond the classroom. We promote a love of sport and physical exercise which supports children's learning and wellbeing.  Boston has been identified as an area where community involvement in the arts is significantly below the national average. We provide our children with rich cultural opportunities relating to the arts. Our children express their creativity through the arts in all its forms.  Nationally there is evidence of a "vocabulary gap" between children on-entry to school. In order to close this gap and to promote a love of reading and writing, we provide a word-rich environment, with a focus on key words in all subjects, so that children can develop their use of language and increase their vocabulary. 					

	AUTUMN 1 Marvellous Me	AUTUMN 2 Amazing Animals	SPRING 1 Spectacular Space	SPRING 2 Traditional Tales	SUMMER 1 Mad about Minibeasts	SUMMER 2 Growing Galore
GENERAL THEMES NB: These themes may be adapted at various points to allow for children's interests to flow through the provision	Starting school My new class New beginnings Body parts CARE values Colours Emotions My family	Nocturnal animals Habitats Animals around the world Bonfire safety – fire circle	Valentine's day Neil Armstrong Planets and the solar system Space transport Being a healthy astronaut –physical	Mother's day Easter Materials Being healthy and brushing teeth Building bridges and comparing structures	Life cycles Microhabitats Pond dipping and searching for minibeasts	Father's day Planting beans Life cycles
POSSIBLE TEXTS AND 'OLD FAVOURITES'	-Colour monster -Starting school -From head to toe -This is me -Families -Fletcher and the falling leaves -Elmer	-Mad about animals - Brown bear, brown bear what do you see? - Handa's surprise -Owl babies -Commotion in the ocean -The rainbow fish -Smiley shark -Rosie's walk -Stick man -Day monkey night monkey -Monkey puzzle -Farmyard hullabaloo -Tiddler -Sharing a shell -The Christmas story	-Whatever next -On the moon -The dinosaur that pooped a planet -How to catch a star -Aliens in Underpants -Zoom Rocket Zoom -Back to Earth with a bump -The way back home	-Little red riding hood -The three billy goats gruff -The gingerbread man -The three little pigs -The enormous turnip -Goldilocks and the three bears -The elves and the shoemaker -Hansel and Gretel	-Mad about minibeasts -The bad-tempered ladybird -The very greedy bee -The very lazy ladybird -What the ladybird heard next -The very hungry caterpillar -The crunching munching caterpillar -Superworm -Spinderella -Non-fiction life cycle and fact books	-The little red hen -Jack and the beanstalk -Jasper's beanstalk -Supertato -Farmer duck -Tiny seed -Chicken Licken -Supertato veggies assemble -Olivers vegetables

	AUTUMN 1 Marvellous Me!	AUTUMN 2 Amazing Animals	SPRING 1 Spectacular Space	SPRING 2 Traditional Tales	SUMMER 1 Mad about Minibeasts	SUMMER 2 Growing Galore
SONGS AND RYHMES	To know songs and rhymes such as: Head, shoulders, knees and toes Humpty dumpty If you're happy and you know it 5 little speckled frogs 5 little ducks 5 green bottles 5 little monkeys swinging in the tree 5 little monkeys jumping on the bed 1, 2, 3, 4, 5 fish	To know songs and rhymes such as: Nativity songs 5 little speckled frogs 5 little men in a flying saucer 5 little ducks 5 green bottles 5 little monkeys swinging in the tree 5 little monkeys jumping on the bed 1, 2, 3, 4, 5 fish	To know songs and rhymes such as: Twinkle, twinkle little star 5 little men in a flying saucer Zoom Zoom Zoom If you blast off into space today Astronaut and rocket ship Space theme counting rhyme	To know songs and rhymes such as: I hear thunder I'm a little teapot	To know songs and rhymes such as: There's a hungry caterpillar on a leaf Incy wincy spider	To know songs and rhymes such as: Old Mac Donald Mary Mary I'm a little bean seed
'WOW' MOMENTS / POSSIBLE THEME DAYS/ VISITS OUT/ VISITORS IN	Dress up wow day – favourite colour Halloween	Dress up wow day – animal madness Vets visit Nativity Bonfire safety Remembrance day Children in need	Dress up wow day – Things in space (astronaut, star, planet etc) Planetarium Visit the post box and post letters Chinese New Year Library Visit	Dress up wow day – favourite character	Dress up wow day – explorer or minibeast Moth visit – Mr Collett Observing class caterpillars	Dress up wow day – chick day Observing class chicks Farmer visit
PARENTAL INVOLVEMENT (CONTINUOUS OPPORTUNITIES AVAILABLE THROUGH TAPESTRY, READING ETC)	Staggered start first week Parent Meeting a few weeks in	Parents Evening Nativity		Parents Evening		Parents Evening Transition for new children and families

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	Marvellous Me	Amazing Animals	Spectacular Space	Traditional Tales	Mad about Minibeasts	Growing Galore
OUTDOOR LEARNING	<ul style="list-style-type: none"> -To know how to make a picture of themselves using natural resources -To know some features of an Autumn walk - Sing songs about nature 	<ul style="list-style-type: none"> -To know about Bonfire safety whilst having a fire in the fire circle -To know how to use natural resources to depict e.g., stickman -To know how to use ice for decorations -To know some signs of winter 	<ul style="list-style-type: none"> -To know how to make a small shelter for e.g., an astronaut 	<ul style="list-style-type: none"> -To know how to make a bridge for e.g., the goats -To know how to make/ follow a trail e.g., 'follow the breadcrumbs' -To know some signs of spring 	<ul style="list-style-type: none"> -To know some pond creatures through Pond dipping -To know how to whittle (Whittled a worm carrots) -To know some facts about bees (visit the beehives) -To know facts about worms (make a wormery) -To know about and recognise some minibeasts (minibeast hunt) -To know how to use natural resdources to depict eg minibeasts -To know how to care for minibeasts (Creating a hotel) 	<ul style="list-style-type: none"> -To know how to grow and care for beans - To know about recycling (Litter picking) -To know and identify some plant withing the grounds -To know how to grow and care for some vegetables
ASSESSMENT OPPORTUNITIES	<ul style="list-style-type: none"> Baseline assessment in all areas National baseline data by end of term Little Wandle Autumn 1 phonics assessment 	<ul style="list-style-type: none"> End of Term 2 assessments in all areas Pupil Progress Meeting NELI Screening check baseline Little Wandle Autumn 2 phonics assessment 	<ul style="list-style-type: none"> Little Wandle Autumn 3 phonics assessment 	<ul style="list-style-type: none"> End of term 3 assessments in all areas Pupil Progress Meeting Little Wandle Autumn 4 phonics assessment 	<ul style="list-style-type: none"> Little Wandle Autumn 5 phonics assessment 	<ul style="list-style-type: none"> EYSP assessment to complete Pupil Progress meeting NELI Screening check to assess progress Little Wandle Autumn 6 phonics assessment Share EOY data with Year One staff

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively. **Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts**, will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary and language structures**.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	Marvellous Me	Amazing Animals	Spectacular Space	Traditional Tales	Mad about Minibeasts	Growing Galore
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions. DAILY STORY TIME	<p>Welcome to EYFS To know about and be able to:</p> <ul style="list-style-type: none"> -Talk about their favourite things eg colours, animals, toys, food etc -Talk about their families/pets. -Engage in non-fiction books. -begin to retell a simple story following pictures. -Develop social phrases and talk about routines of the day. -Listen to a daily song/rhyme. -Participate in Circle times – sharing emotions, names, favourite things etc. -Listen to others’ contributions. -Learn new vocabulary and use it throughout the day. -Answer questions such as WHO 	<p>To know about and be able to:</p> <ul style="list-style-type: none"> -To know about a range of story starters when retelling a story. -Begin to use the vocabulary of first, next, finally when retelling a story. -Listen and respond to stories to build familiarity and understanding. -Engage in non-fiction books. -Listen to and learn from daily songs, rhymes and poems. - Copy adults modelling the correct use of tenses and conjunctions. -Answer questions such as + WHERE WHEN 	<p>To know about and be able to:</p> <ul style="list-style-type: none"> -Begin to use the vocabulary of ‘after that’, ‘suddenly’ when retelling a story. -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. E.g. space books. -Listen to and learn from daily songs, rhymes and poems. -Copy adults modelling the correct use of tenses and conjunctions. -Answer questions such as + WHY, How do you know 	<p>To know about and be able to:</p> <ul style="list-style-type: none"> -Begin to use the vocabulary of ‘then’ when retelling a story. -Retell a story in detail, remembering the key events and key phrases/speech. -Listen to and learn from daily songs, rhymes and poems. -Copy adults modelling the correct use of tenses and conjunctions. -Ask own questions. 	<p>To know about and be able to:</p> <ul style="list-style-type: none"> -Use new vocabulary in different contexts -Talk about what the various minibeasts look like -Talk about the environment -Observe and talk about the changes in life cycles (caterpillars) -Articulate their ideas and thoughts in well-formed sentences. -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary relating to minibeast fact books and life cycle books. -Listen to and learn from daily songs, rhymes and poems. -Talk about events using the correct tenses and conjunctions. -Ask own questions about the environment, where various minibeasts live etc. 	<p>To know about and be able to:</p> <ul style="list-style-type: none"> -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. E.g., space books. -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. E.g. plant life cycle book, growing. -Listen to and learn from daily songs, rhymes and poems. -To talk about events using the correct tenses and conjunctions. -To ask own questions about where/how things grow.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm, and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate, and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	Marvellous Me	Amazing Animals	Spectacular Space	Traditional Tales	Mad about Minibeasts	Growing Galore
MANAGING SELF SELF - REGULATION BUILDING RELATIONSH IPS	<p>To know about and be able to:</p> <ul style="list-style-type: none"> -Talk about what is important to them, celebrating themselves as an individual and sharing this with a small group. Self-achievements: <ul style="list-style-type: none"> -share trophies/ certificates/medals and abilities with others. - Watch, listen and copy when adults model how to form good relationships, sharing, turn taking, showing kindness, supporting others. Provide circle times to discuss these. -Discuss emotions including happy, sad, nervous/worried, angry and calm. -Begin to talk about and recognise what makes us feel this way. -Recognise good hygiene, hand washing and narrating healthy food choices. Building up independence dressing for PE. -Understand the word care in the CARE Values. -Understand the classroom expectations. 	<p>To know about and be able to:</p> <p>Self-achievements:</p> <ul style="list-style-type: none"> -share trophies/ certificates/medals and abilities with others. -Watch, listen and copy when adults model how to form good relationships, sharing, turn taking, showing kindness, supporting others. Provide circle times to discuss these. -Talk about how they feel using descriptive vocabulary. -Independently wash hands and manage self-care needs. -Build up independence when dressing for PE. -Understand the words care and collaboration in the CARE values. -Understand the classroom expectations and begin to have an awareness of the wider school. 	<p>To know about and be able to:</p> <ul style="list-style-type: none"> -Talk about how they celebrated Christmas, noticing differences/similarities between themselves and others. Self-achievements: <ul style="list-style-type: none"> -share trophies/ certificates/ medals and abilities with others. -Independently share with others, taking turns with resources and showing kindness. -Use strategies for managing different emotions. -Talk about why we take turns, wait politely and tidy up etc. - Use strategies for staying calm. -Discuss how to be healthy including which foods are healthy and why. -Understand the words care, collaboration and attitude in the CARE values. -Follow the values around school and in the wider grounds. 	<p>To know about and be able to:</p> <p>Self achievements:</p> <ul style="list-style-type: none"> - share trophies/ certificates/ medals and abilities with others. -Independently support friends with tasks and challenges, offering their help. -Discuss others' emotions and feelings from their perspectives. -Independently select healthy food to make a 'healthy food' basket. - Understand the words care, collaboration, attitude, and respect in the CARE values. -Follow the values around school and in the wider grounds. 	<p>To know about and be able to:</p> <p>Self-achievements:</p> <ul style="list-style-type: none"> - share trophies/ certificates/ medals and abilities with others. -Independently support other children. -Work together, communicating effectively to achieve a goal. -Explain how they thought about a problem or an emotion and how they dealt with it. -Independently select healthy food for the hungry caterpillar. - Understand the words care, collaboration, attitude, respect, and equality in the CARE values. -Follow the values around school and in the wider grounds. 	<p>To know about and be able to:</p> <p>Self-achievements:</p> <ul style="list-style-type: none"> - share trophies/ certificates/ medals and abilities with others. -Independently support other children. -Work together, communicating effectively to achieve a goal. -Explain how they thought about a problem or an emotion and how they dealt with it. -Discuss fruit and vegetables and where they grow. - Understand the words care, collaboration, attitude, respect and equality in the CARE values. -Follow the values around school and in the wider grounds.

Physical Development

Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence**.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	Marvellous Me	Amazing Animals	Spectacular Space	Traditional Tales	Mad about Minibeasts	Growing Galore
PHYSICAL DEVELOPMENT FINE MOTOR <small>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</small> DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES	<p>To know about and be able to:</p> <ul style="list-style-type: none"> -Develop small motor skills to use a range of tools competently and confidently including <ul style="list-style-type: none"> • tools with playdough activities • building things with smaller linking blocks, such as duplo or lego. -Show a preference for a dominant hand. -Use chalk and tools such as a paintbrush to mark make. 	<p>To know about and be able to:</p> <ul style="list-style-type: none"> -Develop small motor skills to use a range of tools competently and confidently including <ul style="list-style-type: none"> • tools with playdough activities • using tweezers, threading and pegs. -Show a dominant hand. -Use chalk, paintbrush and water, finger in substances etc to form letters correctly. 	<p>To know about and be able to:</p> <ul style="list-style-type: none"> -Develop small motor skills to use a range of tools competently and confidently including <ul style="list-style-type: none"> • tools with playdough activities • using tweezers, threading and pegs. -Form letters correctly during daily handwriting sessions. 	<p>To know about and be able to:</p> <ul style="list-style-type: none"> -Develop small motor skills to use a range of tools competently and confidently including <ul style="list-style-type: none"> • tools with playdough activities • using tweezers, threading and pegs. -Form letters correctly during daily handwriting sessions. 	<p>To know about and be able to:</p> <ul style="list-style-type: none"> -Develop small motor skills to use a range of tools competently, safely and confidently including <ul style="list-style-type: none"> • tools with playdough activities e.g., knife and fork • using tweezers, threading and pegs. • Cutlery • Scissors • Paintbrush -Demonstrate the foundations of an efficient and accurate handwriting style. 	<p>To know about and be able to:</p> <ul style="list-style-type: none"> -Develop small motor skills to use a range of tools competently, safely and confidently including <ul style="list-style-type: none"> • tools with playdough activities e.g., knife and fork • using tweezers, threading and pegs. • Cutlery • Scissors • Paintbrush • Spray bottle to water plants. -Demonstrate the foundations of an efficient and accurate handwriting style.
GROSS MOTOR <small>DAILY OPPORTUNITIES FOR GROSS MOTOR ACTIVITIES IN THE OUTDOOR AREA.</small>	<p>To know about and be able to:</p> <ul style="list-style-type: none"> -Confidently and safely use a range of small and large apparatus indoors and outside, alone and in a group (exploring the FS outdoor area climbing/riding the bikes and exploring the balancing equipment) -Experiment with different types of movements including levels, speeds, 	<p>To know about and be able to:</p> <ul style="list-style-type: none"> -Recap on skills and knowledge learnt in previous term and apply these to soft gym apparatus, balancing along benches and inflatable beams. -Progress to a more fluent style of moving, developing control and grace (firework dance). 	<p>To know about and be able to:</p> <p>Jumping:</p> <ul style="list-style-type: none"> -Jump safely. -Jump safely from different levels. -Negotiate space with consideration for themselves and others. 	<p>To know about and be able to:</p> <p>Ball skills:</p> <ul style="list-style-type: none"> -Aim, throw and catch through demonstrating: -Beanbag control. -Upwards throw and catching. -Aiming to a target. -Throwing and catching with a partner. 	<p>To know about and be able to:</p> <p>Ball skills:</p> <ul style="list-style-type: none"> -Control along the floor and kicking. -Control the ball along the floor using hands. -Control a ball along the floor using feet. Straight and winding around obstacles. -Kick to a partner and receive. 	<p>To know about and be able to:</p> <ul style="list-style-type: none"> -Consolidate all skills demonstrating confidence and accuracy through eg. racing and team games (sports day) -Demonstrate controlling a ball when throwing and catching. -Combine movements with ease when

	<p>using different parts of the body, listening to music. -Revise and refine the movements; rolling, crawling, walking, jumping, running, hopping, skipping, climbing (in the base).</p>	<p>-Develop an awareness to negotiate space, moving away from others and changing direction.</p>		<p>-Negotiate space with consideration for themselves and others.</p>	<p>-Negotiate space, combining different movements, with consideration for themselves and others.</p>	<p>completing an obstacle course. -Safely negotiate space with consideration for themselves and others.</p>
--	--	--	--	---	---	---

Literacy

It is crucial for children to develop a **life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding**) and the **speedy recognition of familiar printed words**. Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	Marvellous Me	Amazing Animals	Spectacular Space	Traditional Tales	Mad about Minibeasts	Growing Galore
LITERACY COMPREHENSION - DEVELOPING A PASSION FOR READING WORD READING	<p>To know about and be able to:</p> <ul style="list-style-type: none"> -learn 5 new words a week, including definitions/ meaning. -Understand the five key concepts about print: print has meaning, it can have different purposes, we read left to right, top to bottom, name the different parts of a book e.g., front cover, pages, back cover. -Listen/ join in with a daily song/rhyme to introduce language around story structures and engage in extended conversations about them. -Listen and copy when adults model questioning using who. -Take home a reading book for pleasure for an adult to read and share at home. -Frequently re-read the same book to build fluency linked to phonics ability (Little Wandle). -Use props for nursery rhymes/songs and corresponding print. -Little Wandle Phonics: Phase 2 GPCs- s a t p l n m d g o c k c k e u r h b f l Tricky words- is l the 	<p>To know about and be able to-</p> <ul style="list-style-type: none"> -learn 5 new words a week, including definitions/ meaning. -Use a range of story starters when retelling a story. -Begin to use the vocabulary of first, next, finally when retelling a story. -Use story baskets in the reading areas to engage in role play using story vocabulary. -Listen and copy when adults model questioning around stories/rhymes using where and when. -Take home a reading book for pleasure for an adult to read and share at home. -Frequently re-read the same book to build fluency linked to phonics ability (Little Wandle). -Little Wandle Phonics: Phase 2 GPCs- ff ll ss j v w x y z zz qu ch sh th ng nk Words with s at the end e.g., hats/ sits Words ending with s (z) e.g., his/ bags 	<p>To know about and be able to-</p> <ul style="list-style-type: none"> -learn 5 new words a week, including definitions/ meaning. -Begin to use the vocabulary of after that, suddenly when retelling a story. -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. E.g., space books. -Take home a reading book for pleasure for an adult to read and share at home. -Orally give a review on their chosen books to entice other children to take it home. -Frequently re-read the same book to build fluency linked to phonics ability (Little Wandle). -Little Wandle Phonics: Phase 3 GPCs- ai, ee, igh, oa, oo/oo ar or ur ow oi ear air er Words with double letters Longer words Tricky words- was you they my by all are sure pure 	<p>To know about and be able to-</p> <ul style="list-style-type: none"> -learn 5 new words a week, including definitions/ meaning. -Begin to use the vocabulary of then when retelling a story. -Retell a story in detail, remembering the key events and key phrases/speech. -Frequently re-read the same book to build fluency linked to phonics ability (Little Wandle). -Take home a reading book for pleasure for an adult to read and share at home. -Orally give a review on their chosen books to entice other children to take it home. -Little Wandle Phonics: Phase 3 GPCs- Review all phase 3 Longer words including those with double letters Words with s (z) in the middle Words with es (z) at the end Words with s (s and z) at the end Tricky words- Review all taught so far 	<p>To know about and be able to-</p> <ul style="list-style-type: none"> -learn 5 new words a week, including definitions/ meaning. -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary (minibeast fact books and life cycle books). -Frequently re-read the same book to build fluency linked to phonics ability (Little Wandle). -Retell stories using narrative vocabulary (eg through role play, small world engagement, creative stimulus and use of costumes/props) -Take home a reading book for pleasure for an adult to read and share at home. -Orally/ write a review on their chosen books to entice other children to take it home. -Little Wandle Phonics: Phase 4- CVCC CCVC CCVC CCCVC CCCVCC Longer words and compound words 	<p>To know about and be able to-</p> <ul style="list-style-type: none"> -learn 5 new words a week, including definitions/ meaning. -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary (plant life cycle book, growing) -Frequently re-read the same book to build fluency linked to phonics ability (Little Wandle). -Retell stories using narrative vocabulary (eg through role play, small world engagement, creative stimulus and use of costumes/props) -Take home a reading book for pleasure for an adult to read and share at home. -Orally/ write a review on their chosen books to entice other children to take it home. -Little Wandle Phonics: Phase 4- CVCC CCVC CCVC CCV CCVCC CCVCC Longer words and compound words

		Tricky words- as and has his her go no to into she he of we me be			Words ending in suffixes 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 out today	Words ending in suffixes ing ed (t) ed (id/ed/d) est er Tricky Words- Review all taught so far
--	--	---	--	--	---	--

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	Marvellous Me	Amazing Animals	Spectacular Space	Traditional Tales	Mad about Minibeasts	Growing Galore
WRITING TFW USED AS STIMULUS ACROSS THE YEAR TEXTS MAY CHANGE DUE TO CHILDREN'S INTERESTS	<p>To know about and be able to:</p> <ul style="list-style-type: none"> -Writing their name as a writing baseline -Choose and use a dominant hand. -Mark make putting meaning to what they have drawn/created. -Attempt letter like forms in a variety of substances, using chalk/water outside. Retracing patterns. <p>Possible planned writing opportunities:</p> <ul style="list-style-type: none"> • Labelling emotions • Labelling people who are special to them • Labelling rooms and things in their home 	<p>To know about and be able to:</p> <ul style="list-style-type: none"> -Use a dominant hand -Hold a pencil correctly -Begin to form lower case letters correctly -Spell words by identifying the sounds and then writing the sound with letters through. <p>Possible planned writing opportunities:</p> <ul style="list-style-type: none"> • Labelling animals • Labelling what their stickman would be • Labelling the body parts of an animal • Creating a story map 	<p>To know about and be able to:</p> <ul style="list-style-type: none"> -Use a dominant hand -Hold a pencil correctly -Form lower case letters correctly -Spell words by identifying the sounds and then writing the sound with letters through. <p>Possible planned writing opportunities:</p> <ul style="list-style-type: none"> • Labelling the parts of an astronaut's space suit • Labelling things in space • Writing facts about the sun and moon • Writing a list of what they would take to the moon with them • Writing about various parts of the story 'Whatever Next' • Labelling the parts of a rocket. • Writing a postcard about the moon for mummy bear • Creating a speech bubble for baby bear 	<p>To know about and be able to:</p> <ul style="list-style-type: none"> -Hold a pencil correctly -Form lower case letters correctly -Spell words by identifying the sounds and then writing the sound with letters. -Begin to write short sentences with words with known sound-letter correspondences using a capital letter and a full stop. -Re-read what they have written to check that it makes sense. <p>Possible planned writing opportunities:</p> <ul style="list-style-type: none"> • Writing about their favourite parts of stories. • Creating a wanted poster. • Create a list of ingredients for making gingerbread men. • Labelling characters from the stories • Labelling body parts of the fox • Speech bubbles 	<p>To know about and be able to:</p> <ul style="list-style-type: none"> -Form lower case letters correctly. -Begin to form uppercase letters correctly. -Spell words by identifying the sounds and then writing the sound with letters. -Begin to write short sentences with words with known sound-letter correspondences using a capital letter and a full stop. -Re-read what they have written to check that it makes sense. <p>Possible planned writing opportunities:</p> <ul style="list-style-type: none"> • Non-fiction fact writing about various minibeasts. • Create a safety poster for being around a beehive. • Keep a diary about the growth of the class caterpillars. • Labelling various minibeasts • Writing about what their superworm power is 	<p>To know about and be able to:</p> <ul style="list-style-type: none"> -Form lower case letters correctly. -Form uppercase letters correctly. -Spell words by identifying the sounds and then writing the sound with letters. -Begin to write short sentences with words with known sound-letter correspondences using a capital letter and a full stop. -Re-read what they have written to check that it makes sense. <p>Possible planned writing opportunities:</p> <ul style="list-style-type: none"> • Labelling the different stages of various life cycles • Writing facts about chickens and labelling body parts • Narrative writing about jack and the beanstalk • Speech bubbles for jack and the beanstalk and the little red hen • Ingredients list for bread making • Labelling vegetables

Maths

Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives**, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections**, **'have a go'**, **talk to adults** and peers about what they notice and not be afraid to make mistakes.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	Marvellous Me	Amazing Animals	Spectacular Space	Traditional Tales	Mad about Minibeasts	Growing Galore
MATHS	<p>Baseline assessments Counting songs</p> <p>-To know about and be able to:</p> <p>Match sort and compare -Match objects. including two the same. Find one that is different. Discuss the shape, colour, and size. -Sort objects into groups by colour, size, or shape. -Compare amounts. Identify which group/person has more/fewer items/pieces of food. Notice when groups have the same amount.</p> <p>Talk about measure and patterns -Compare size. Which tower is taller/shorter? Which ribbon is longer/shorter? -Compare mass. Which object is the lightest/heaviest? - Compare capacity. Which objects will fit in this box? -Explore AB patterns in a range of contexts</p>	<p>Counting songs.</p> <p>-To know about and be able to:</p> <p>Light and Dark -Match number names to numerals and quantities up to 4. -Say which sets have more/fewer items. -Use their own mark making to represent numbers to 4. -Count, represent, order and look at composition of 5. -Count forwards and backwards. -Accurately count 1:1. -Understand that when five frame is full, there is 5. -Show different ways to make 5. -To begin to use the vocab add one and take away one. -To identify and name Squares and rectangles. -Sequence events in their daily routines showing an understanding of night and day</p> <p>Alive in 5! -To recognise 0</p>	<p>-To know about and be able to:</p> <p>Growing 6, 7, 8 -To Count, represent, order and show compositions of 6, 7, 8. -To be able to arrange small quantities into pairs and notice that some will have an odd one out. -Combine 2 groups when adding. -Use the language of short/tall/shorter/taller to compare length. -Use the language short/long/shorter/longer to compare the length of objects. -To talk about their daily events in sequence. -Use time language o'clock/hour/minute and begin to recognise o'clock times on a clock.</p> <p>Building 9 and 10 -To count, represent, order and look at compositions of the numbers 9 and 10. -To understand that when a ten frame is full there is 10. - To compare quantities up to 10 understanding the language fewer and greater.</p>	<p>-To know about and be able to:</p> <p>To 20 and beyond -Consolidating numbers to 10. subitising, counting, composition, sorting and matching, comparing and ordering. -To start to recognise the number above 10. Sorting various representations of the numbers shown on ten frames, with numicon, towers of cubes and bead strings. Recognising one full 10 and</p> <p>-To count backwards and forwards 0-20. Placing the numbers in order and working out missing numbers. -Adding and taking away following a number equation and looking at the symbols. Solving using a number line, beginning to count on. -Beginning to use the language of first, now, then when delivering number problems. -Understanding that doubling is adding the same number.</p> <p>Spatial reasoning.</p>	<p>-To know about and be able to:</p> <p>First then now -Adding more. Using first, then, now to create mathematical stories in meaningful contexts. -Taking away using the first, then, now structure.</p> <p>Find my pattern -To be able to solve doubling problems and beginning to recall from memory. -To share a group of objects into 3 or more groups, understanding that 2 groups is half. -To begin to understand which numbers are odd and even.</p> <p>Spatial reasoning -To understand that shapes can be combined and separated to make new shapes. (link to half) -To be able to talk about where things are in relation to other things. Describe how it is different from various angles, using positional language.</p>	<p>-To know about and be able to:</p> <p>On the move -To consolidate skills when subitizing, counting, describing composition, sorting, matching, comparing and ordering numbers and amounts. - To be able to problem solve in various scenarios. How can we build a long enough bridge, how many legs are in the boat with 5 animals, how can we transport the water from a to b with only a small bucket? -To be able to copy, continue and create ABBC patterns. -To understand that we can make maps to represent places. Describe what they can see on a map, where would we draw certain things.</p>

	<p>including shapes, colours, size, actions, and sounds. Copy, continue and create AB patterns.</p> <p>It's me 1 2 3!</p> <ul style="list-style-type: none"> -Find 1 2 3 -Subitise 1 2 3 -Represent 1 2 3 -Talk about and show the composition of 1 2 3 -One more/one less -Identify and name Circles and Triangles -Select rotate and manipulate shapes to develop spatial reasoning skills. 	<ul style="list-style-type: none"> -Compare numbers to 5. -To be able to talk about and show the composition of 4 and 5. -To recall some number bonds to 5. - Compare different weights. -Compare different capacities. 	<ul style="list-style-type: none"> -To explore which 2 numbers add together to equal 10, using numicon, ten frames and part whole models. -To learn the names of 3D shapes, using them to create models. -Recap AB patterns and explore more complex patterns ABB, AAB, AABB, AABBB. Copying, continuing and creating their own. 	<ul style="list-style-type: none"> - To be able to match arrangements of objects 		
--	---	--	---	---	--	--

Understanding the World

Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	Marvellous Me	Amazing Animals	Spectacular Space	Traditional Tales	Mad about Minibeasts	Growing Galore
UNDERSTANDING THE WORLD	<p>To know about and be able to-</p> <p>-Talk about how they have celebrated their birthday in the past.</p> <p>- Name and talk about familiar people such as those within school and the local community.</p> <p>-Talk about members of their immediate family. e.g. share pictures of their family (name mat). To have an awareness that not all families are the same.</p>	<p>To know about and be able to-</p> <p>-Talk about a character from the past, comparing, and contrasting with other characters e.g.</p> <ul style="list-style-type: none"> • Guy Fawkes • Remembrance Day • Jayne Goodall – working with monkeys in Africa. • David Attenborough – work in the environment. 	<p>To know about and be able to-</p> <p>-Talk about a character from the past, comparing, and contrasting with other characters e.g.</p> <ul style="list-style-type: none"> • Neil Armstrong • Buzz Aldrin etc. 	<p>To know about and be able to-</p>	<p>To know about and be able to-</p> <p>-Talk about their life cycle, how have they changed. Talking about the changes we go through in our lives.</p>	<p>To know about and be able to-</p> <p>-Discuss a familiar situation from the past e.g.</p> <ul style="list-style-type: none"> • farming in the past – how have the machines changed • Using the story little red hen to understand the past through setting.
	<p>-Recognise that people have different beliefs and celebrate occasions in different ways</p> <p>- Talk about our immediate family and describe people who are familiar to us.</p>	<p>- Describe some differences and similarities between life in this country and Africa through the story Handa’s Surprise</p> <p>-Talk about Christmas and how this is celebrated by Christians, but not by everyone.</p> <p>-Talk about why we ‘celebrate’ Children in Need and how some children are less fortunate than themselves.</p> <p>-Describe some differences and similarities between life in this country and the Polar</p>	<p>-Recognise that people have different beliefs and celebrate in different ways by comparing their new year with Chinese New Year.</p> <p>- Describe some differences and similarities between life in this country and America (NASA)</p>	<p>Easter</p> <p>-To discuss Shrove Tuesday/Pancake Day and the beginning of lent – why we celebrate them.</p> <p>-The end of lent is Easter.</p> <p>-Complete an easter egg hunt, following a simple map of the base.</p> <p>-Comparing different bridges and houses</p>	<p>Easter</p> <p>-Visit Zion Methodist church. To know what a church is used for.</p> <p>- Comparing how everyone celebrated easter, how communities are different.</p>	<p>- Describe some differences and similarities between life in this country and China/ Polar regions through an awareness of what farming looks like around the world.</p> <p>-spatial reasoning within maths learning focusing on maps. Following various maps, describing them and creating their own.</p>

		regions – Antarctica and Arctic.				
	<p>-Observe and explore the natural world. To describe and comment on things seen whilst outside, including plants and animals.</p> <p>-Describe what they can see, hear, touch, and feel whilst outside by e.g., using the season exploration tuff spot/table.</p> <p>-Name and describe some plants whilst outside by e.g., planting a range of plants in the outdoor area.</p>	<p>-Explore the natural world through observing and interacting with the natural process of ice melting.</p> <p>-Describe what they can see, hear, touch, and feel whilst outside through exploring ice / melting ice</p> <p>-Talk about the changes of season on the world around them – cold, rain, snow, ice, clothing etc</p>	<p>-Talk about an environment different from the one they live in e.g., the moon, dehydrated food.</p> <p>-Describe what they see, hear, touch and feel e.g., Shadows and light travelling</p> <p>-Explore the natural world around them by exploring shadows and light.</p>	<p>-Talk about the changes of the season on the world around them e.g., Spring – observing the change of season on the environment. New plants growing, babies, warmer.</p> <p>--Name and describe some plants whilst outside by observing the changes to the plants in the outdoor area.</p> <p>-Explore the natural world around them though the exploration of floating and sinking.</p>	<p>-To explore the natural world through e.g.</p> <ul style="list-style-type: none"> • observing caterpillars changing into butterflies. • searching for minibeasts in own environment. • Pond dipping • Creating a wormery <p>-Describe things they have seen whilst outside.</p> <p>Visitor – Moths</p> <p>Observing the moths that are found.</p>	<p>-To explore the natural world through e.g.</p> <ul style="list-style-type: none"> • observing chicks hatch. • ant hunts <p>-Name and describe some plants outside.</p> <p>-Explore the natural world through growing and caring for their own bean plant,</p> <p>-Talk about the changes of season on the world around them –weather, clothing, how to be safe in the sun etc</p>

Expressive Arts and Design

The development of children's artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	Marvellous Me	Amazing Animals	Spectacular Space	Traditional Tales	Mad about Minibeasts	Growing Galore
EXPRESSIVE ARTS AND DESIGN	<p>To know about and be able to-</p> <ul style="list-style-type: none"> -Sing familiar songs /rhymes – see previous list. - Use story puppets to role play stories learnt. -Name and explore colours through eg going on a colour hunt, naming the colours, exploring mixing the primary colours. -Name some basic instruments and explore what sounds they make. -Move in response to different instruments. -Use tools such as a glue stick, chalk, paintbrush 	<p>To know about and be able to-</p> <ul style="list-style-type: none"> -Sing familiar songs /rhymes – see previous list. -Use story puppets to role play stories learnt. - Join in with performing a Christmas nativity. -Learn and sing a variety of songs. -Watch a different year group perform a dance/song etc and discuss what they thought afterwards. -Create and perform a firework dance. Listening to the bangs of the fireworks and moving in time building up to dancing in time with 'Swan lake' with ribbons. -Use the instruments to make various beats/ sounds e.g. fast, slow, loud, quiet. -Listen to African music. -Use tools such as glue stick, chalk, paintbrush, masking tape 	<p>To know about and be able to-</p> <ul style="list-style-type: none"> -Sing familiar songs /rhymes – see previous list. --Use story puppets to role play stories learnt. -Work in a group, sharing ideas and resources to create a rocket to protect their 'astronaut'. -Watch a different year group perform a dance/song etc and discuss what they thought afterwards.. -Copy a beat and then keep a beat. -Use tools such as glue stick, chalk, paintbrush, masking tape, PVA glue 	<p>To know about and be able to-</p> <ul style="list-style-type: none"> -Sing familiar songs /rhymes – see previous list. -Use story puppets to role play stories learnt. -Work in a group, sharing ideas and resources to create a floating raft to carry their gingerbread man. -Watch a different year group perform a dance/song etc. and discuss what they thought afterwards. -Listen and respond to Chinese music. -Create some music in response to familiar characters. -Use tools such as glue stick, chalk, paintbrush, masking tape, PVA glue, cellotape 	<p>To know about and be able to-</p> <ul style="list-style-type: none"> -Sing familiar songs /rhymes – see previous list. -Use story puppets to role play stories learnt. -Work in a group, sharing ideas and resources to create a trap to catch the lizard. -Watch a different year group perform a dance/song etc. and discuss what they thought afterwards -Tap out rhythms to various vocabulary and start to create their own sequences. -Use tools such as glue stick, chalk, paintbrush, masking tape, PVA glue, cellotape, split pins 	<p>To know about and be able to-</p> <ul style="list-style-type: none"> -Sing familiar songs /rhymes – see previous list. -Use story puppets to role play stories learnt. -Make their own props and materials to work in a group to role play and retell the story of jack and the beanstalk. -Watch a different year group perform a dance/song etc. and discuss what they thought afterwards. -Consolidate and apply music skills covered so far. -Work solo or in groups to put on performances and show case what they've learnt over the year. -Use tools such as glue stick, chalk, paintbrush, masking tape, PVA glue, cellotape, split pins

End of Year Early Learning Goals

COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT
<p><u>Listening, Attention and Understanding ELG</u> Children at the expected level of development will:</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><u>Speaking ELG</u> Children at the expected level of development will:</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; - 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><u>Self-Regulation ELG</u> Children at the expected level of development will:</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><u>Managing Self ELG</u> Children at the expected level of development will:</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; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. <p><u>Building Relationships ELG</u> Children at the expected level of development will:</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; - Show sensitivity to their own and to others' needs. 	<p><u>Gross Motor Skills ELG</u> Children at the expected level of development will:</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><u>Fine Motor Skills ELG</u> Children at the expected level of development will:</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.

LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
<p><u>Comprehension ELG</u> Children at the expected level of development will:</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><u>Word Reading ELG</u> Children at the expected level of development will:</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><u>Writing ELG</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed; 	<p><u>Number ELG</u> Children at the expected level of development will</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><u>Numerical Patterns ELG</u> Children at the expected level of development will:</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><u>Past and Present ELG</u> Children at the expected level of development will:</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 read in class and storytelling; <p><u>People Culture and Communities ELG</u> Children at the expected level of development will:</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><u>The Natural World ELG</u> Children at the expected level of development will:</p>	<p><u>Creating with Materials ELG</u> Children at the expected level of development will:</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><u>Being Imaginative and Expressive ELG</u> Children at the expected level of development will:</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.

<ul style="list-style-type: none">- 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		<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.	
---	--	--	--