



Our Curriculum: Early Years Foundation Stage 2 (Reception)

Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Theme	Me, myself and I!	Let's Celebrate	A Ticket to Ride... (My world)	Get, Set, Grow!	Marvellous Minibeasts	Once Upon a time... Traditional Tales
High Quality Texts	Fiction - The Everywhere Bear Only one you Mixed My Shadow is Purple My Big Book of Families Non-Fiction - Castles – Kolossi castle trip Poetry & Rhyme - If you're happy and you know it... The Grand Old Duke of York... Heads, shoulders, knees and toes... Hickety, pickety my red hen... Other story texts or media to share – Little Red Hen - Harvest	Fiction - Pumpkin Soup Little Glow Stick Man Nativity Story Excitable Edgar Non-Fiction - Recipe books The First Christmas Poetry & Rhyme - Autumn leaves are falling down... The twelve days of Christmas. Other story texts or media to share – Remembrance – Poppies story Cbeebies short video	Fiction - Penguin Polly Whatever Next How to catch a star Where to hide a star Q Pootle 5 Non-Fiction - Planets Our Solar System The Moon Poetry & Rhyme - Twinkle twinkle, little star. Five little men in a flying saucer... Other story texts or media to share – Clever Sticks – Chinese New Year	Fiction - Jack and the Beanstalk Jaspers Beanstalk The Tiny Seed Olivers Vegetables Non-Fiction - Life Cycles - Tad Poetry & Rhyme - One potato, two potatoes... One man went to mow... Other story texts or media to share – Easter Story	Fiction - The Bad-tempered ladybird Superworm The Crunching, Munching Caterpillar Have you filled your bucket today? Non-Fiction - Minibeasts Poetry & Rhyme - There's a tiny caterpillar on a leaf Incy wincy spider There's a worm at the bottom of my garden Other story texts or media to share – The Very Hungry Caterpillar – Life cycle	Fiction - The Three Little Pigs Three Billy Goats Gruff Little Red Riding Hood Goldilocks and The Three Bears Non-Fiction - Transition Safety Poetry & Rhyme - The Crayon Box that Talked – By Shane Derolf When Goldilocks went to the house of three bears... Other story texts or media to share – The Ugly Duckling
Festivals, events & occasions	Birthday - Now you are 4, starting school. Black History Dussehra Festival Harvest <u>Kolossi Castle Trip</u>	Halloween Remembrance Day Bonfire night Anti-bullying week Diwali Hanukkah St Andrew's Day Christmas New Year Nativity Performance <u>COMMUNITY WALK TO THE POST OFFICE TO POST LETTERS TO FATHER CHRISTMAS</u>	Epiphany Burns Night Chinese New Year Safer Internet Day Valentine's Day Sports Day <u>Airport visit</u>	Shrove Tuesday St David's Day World Book Day Holi Festival of Colour Sports Relief Mother's Day St Patrick's Day Easter	St George's Day Ramadan Vesak Festival	Eid D-Day Father's Day Wimbledon Independence Day Transition to Year 1 <u>Trip to Happy Valley for a Traditional Tales story picnic – Linked to SJS work experience?</u>



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Play Progression						
Our Play Progression document has been designed as a 'tool' for supporting play-based learning across the Early Years. The rationale behind our play progression is to create a progressive set of play behaviours which will enable teachers and early years practitioners to support and challenge 0-5 years children, within different areas of the continuous provision. All adults working with the children will know what is expected of a child at that age and stage of development during child-initiated and adult-supported play. The Play Progression document is a continuum, and practitioners can use the document in line with the long term plan to extend children's learning or support it, if further intervention is needed. Practitioners, teachers and leaders in the Early Years in schools and settings will use the document to plan, resource, facilitate and evaluate the knowledge and skills taught and applied in the Early Years provision. The aim is for the document to be used to support less experienced practitioners whilst observing and/or playing alongside children during their explore and learn (continuous provision) time. The document will also enable curriculum leaders in school to understand and reflect upon how their subject is taught and learnt across the Early Years.						
Assessment opportunities						
Assessments to be tracked using Bromcom. In addition, all statutory data to be submitted using the online portals – including RBA	Analyse Nursery assessments and transition notes In-house - Baseline data on entry National Baseline data	Ongoing assessments using Development Matters Observational Checkpoints Baseline analysis Pupil progress meetings Parents evening info - EYFS team meetings In house moderation Midterm Assessments	GLD Projections for EOY Ongoing assessments using Development Matters Observational Checkpoints EYFS team meetings Phase meeting and internal moderations	Ongoing assessments using Development Matters Observational Checkpoints Pupil progress meetings Parents evening info EYFS team meetings	Ongoing assessments using Development Matters Observational GLD Projections for EOY EYFS team meetings	Ongoing assessments using Development Matters Observational Pupil progress meetings Parents reports- EYFS team meetings EOY data
Parental Involvement						
	Stay and Play session Little Star Vouchers	Stay and Read session Stay and Count session Nativity Parents Meetings? Little Star Vouchers	Parents Meetings? Sports Day Little Star Vouchers	Writing workshop Little Star Vouchers	Maths Morning Little Star Vouchers	Parents Reports Little Star Vouchers



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Communication and Language						
Observational Checkpoint ELG - Listening, Attention and Understanding ELG - Speaking	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. Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.					
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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, assemblies and weekly interventions.	This is me! Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Sharing facts about me! All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?" Shared stories Opportunities for speaking and listening and focussed time such as circle times, shared talk, assemblies, 'Picture this'	Tell me a story! Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.	Tell me why! Using language well Ask's how and why questions... Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	Talk it through! Settling in activities Describe events in detail – time connectives Discovering passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it?" Sustained focus when listening to a story	What happened? Settling in activities Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives	Time to share! Show and tell Weekend news Discovering passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.



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Personal, Social and Emotional Development						
Observational Checkpoint ELG - Self-Regulation ELG - Managing Self ELG - Building Relationships	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 .					
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PSED	New Beginnings See themselves as a valuable individual. Being me in my world Class Rule, Rules and Routines School values Supporting children to build relationships Dreams and Goals Jigsaw – Me being in the world	Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it. Jigsaw – Celebrating difference	Feelings Learning about qualities and differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios Jigsaw – Dreams and Goals	Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after our environment Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on Jigsaw – Healthy Me	Looking after others Friendships Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on. Jigsaw - Relationships	Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. Jigsaw – Changing me



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Physical Development						
Observational Checkpoint ELG - Gross Motor Skills ELG - Fine Motor Skills	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 .					
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Gross Motor - Twice weekly PE lessons And focused gross motor activities in our outdoor provision.	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Provide regular reminders about thorough handwashing and toileting. PE – Swimming / Gymnastics unit 2	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Introduction to PE Unit 2	Balance- children moving with confidence Fundamentals – Unit 2	Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. Games – Unit 2	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities Ball Skills – Unit 2	Spatial and directional awareness Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Swimming / Dance – unit 2
Fine Motor - Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. <i>Daily opportunities for Fine Motor Activities</i>	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego



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Literacy - Reading						
Observational Checkpoint ELG - Comprehension ELG - Word Reading	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words .					
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Comprehension Developing a passion for reading Children will visit the school library weekly	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Engage in extended conversations about stories, learning new vocabulary.	Stories from other cultures and traditions Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images Non-Fiction focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Enjoys an increasing range of books	Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read. Can draw pictures of characters/ event / setting in a story May include labels, sentences or captions	Information leaflets about animals in the garden/plants and growing. Beginning to understand that a non-fiction is a non-story- it gives information instead Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Timeline of how plants grow. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.	Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. Role play area – book characters	Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. They develop their own narratives and explanations by connecting ideas or events Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.
Word Reading Children will be working in different groups for	Phonic Sounds: RWI Set 1 whole class Reading: Initial sounds,	Phonic Sounds: RWI Differentiated groups Reading: Blending CVC	Phonic Sounds: RWI Differentiated groups Reading: Reading	Phonic Sounds: RWI Differentiated groups Reading: Story	Phonic Sounds: RWI Differentiated groups: Reading: Non-fiction	Phonic Sounds: RWI Differentiated groups Reading: Rhyming



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Read Write Inc. following the first term. Intervention groups will take place for focus consolidation of Set 1 sounds and green words. RWI Group reading books and individual RWI book bag books will be introduced according to the child's needs.	oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.	sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.	simple sentences with fluency. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.	structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. Children should not be required to use other strategies to work out words.	texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.	strings, common theme in traditional tales, identifying characters and settings. Reading CVCC and CCVC words confidently.
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Literacy - Writing						
Observational Checkpoint ELG - Writing	Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
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Writing High quality texts are used as a stimulus across the year. Texts may alter according to children's interests Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.	Pencil grip, name writing, letter formation Texts as a Stimulus (see above) Dominant hand, tripod grip, mark making, giving meaning to marks Making marks with their fingers in trays of salt, rice, glitter, etc. Writing initial sounds and making marks. Use initial sounds to label characters / images. Play Silly soup. Mark Making Messages – Create a Message centre! Copy writing their own name	Initial sounds, lists and labels Texts as a Stimulus (see above) Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, Writing recipes, lists. Writing cards and notes for a purpose Help children identify the sound that is tricky to spell. Writing meaningful signs and labels for the classroom use.	Caption it... & Story boards Texts as a Stimulus (see above) Writing some of the tricky words such as I, me, my, like, to, the Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board.	Information leaflets Texts as a Stimulus (see above) Write captions and labels, to build to writing simple sentences. Writing short sentences to accompany story maps. Write a set of simple instructions on how to grow a sunflower Labels and caption – life cycles Bean diary	Fact files Texts as a Stimulus (see above) Writing for a purpose in role play using phonetically plausible attempts at words Beginning to use finger spaces when separating words Form lower-case and capital letters correctly.	Texts as a Stimulus (see above) Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Write their own version of familiar texts Character description and labelling Write three sentences – Beginning, Middle & End.



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Mathematics						
Observational Checkpoint ELG - Number ELG - Numerical Pattern	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.					
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Maths	Early Mathematical Experiences Counting rhymes and songs Classifying objects based on one attribute Matching equal and unequal sets Comparing objects and sets. Subitising. Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shapes. Pattern and early number Recognise, describe, copy and extend colour and size patterns Count and represent the numbers 1 to 3 Estimate and check by counting. Recognise numbers in the environment. A number a week.	Numbers within 5 Count up to six objects. One more or one fewer Order numbers 1 – 5 Conservation of numbers within five Addition & subtraction within 5 Explore zero Explore addition and subtraction Measures Estimate, order, compare, discuss and explore capacity, weight and lengths Shape and sorting Describe, and sort 2-D & 3-D shapes Describe position accurately	Numbers within 10 Count up to ten objects Represent, order and explore numbers to ten One more or fewer, one greater or less Addition and subtraction within 10 Explore addition as counting on and subtraction as taking away Calendar and time Days of the week, seasons Sequence daily events	Numbers within 15 Count up to 15 objects and recognise different representations Order and explore numbers to 15 One more or fewer Grouping and sharing Counting and sharing in equal groups Grouping into fives and tens Relationship between grouping and sharing Measures Describe capacities Compare volumes Compare weights Estimate, compare and order lengths	Numbers within 20 Count up to 20 objects Represent, order and explore numbers to 15 One more or fewer Addition and subtraction within 20 Commutativity Explore addition and subtraction Compare two amounts Relationship between doubling and halving Shape and pattern Describe and sort 2-D and 3-D shapes Recognise, complete and create patterns	Depth of numbers within 20 Explore numbers and strategies Recognise and extend patterns Apply number, shape and measures knowledge Count forwards and backwards Doubling and halving Doubling and halving & the relationship between them Money Coin recognition and values Combinations to total 20p Change from 10p



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Understanding the World						
Observational Checkpoint ELG - Past and Present ELG - People, Culture & Communities ELG - The Natural 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.					
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Our curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. During every day opportunities they will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.	Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.	Can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important for different trades. To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. Listening to stories and placing events in chronological order. Listen out for and make note of children's discussion between themselves regarding	Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Listen to what children say about what they see. Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. What can we do here to take care of our planet? Introduce the children to recycling and how it can take care of our world.	Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need. Listen to children describing and commenting on things they have seen whilst outside, including plants. Can children make comments on the weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons, Building a 'Bug Hotel' Build on last term's knowledge to provide	Listen to children describing and commenting on things they have seen whilst outside, including minibeasts and animals. After close observation, draw pictures of the natural world, including minibeasts Explore a range of minibeasts. Learn their names and label their body parts. Nocturnal creatures. Making sense of different environments and habitats Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.	Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. Use the traditional tales to explore travel and journeys. Create maps of different journeys they have been on, or for a journey around the school environment. Use bee-bots on simple maps. Encourage the children to use navigational language. Use world maps to show children where some stories are based. Share different cultures versions of famous traditional tales.



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		their experience of past birthday celebrations and Christmas family traditions.	Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.	opportunities to discuss how we care for the natural world around us. Build on last term's knowledge to look at what rubbish can do to our environment and creatures that live here.		
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Expressive Art & Design						
Observational Checkpoint ELG - Creating with Materials ELG - Being Imaginative and Expressive	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.					
General Theme	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me, myself and I!	Let's Celebrate	A Ticket to Ride... (My world)	Get, Set, Grow!	Marvellous Minibeasts	Once Upon a time... Traditional Tales
<i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i> <i>Children will be encouraged to change their chosen displayed art each half term. This will be displayed on their 'My Space' area and could include photographs of work which couldn't be displayed physically. Children will explain their work to others via our Family Worker time. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i>	Join in with songs; begin to mix colours, join in with role play games and use resources available for props; build models using construction equipment. Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did. Provide opportunities to work together to develop and realise creative ideas. Castle model - Selects tools and techniques needed to shape, assemble and join materials they are using.	Firework pictures, Christmas cards, Divas, Christmas songs/poems. The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Role Play Parties and Celebrations Role Play of The Nativity Christmas decorations - Selects tools and techniques needed to shape, assemble and join materials they are using. Uses a tool for a specific purpose - Snips with developing scissor skills to cut a range of straight lines and shapes Looking at ice melting Listen to music and make their own dances in response.	Artist - Roy Lichenstein Moonscapes Design and make rockets. Design and make objects they may need in space, thinking about form and function. Light - Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Making lanterns, Chinese writing, puppet making - Uses a tool for a specific purpose - Snips with developing scissor skills to cut a range of straight lines, shapes and objects Charanga - Everyone Chinese music and composition	Artist - Giuseppe Arcimboldo Vegetables and fruit art. Make different textures; make patterns using different colours Children will explore ways to protect the growing of plants by designing scarecrows. Pastel drawings, printing, patterns on Easter eggs. Life cycles, Flowers-Sun flowers Home Corner role play Mother's Day crafts Easter crafts - Uses a tool for a specific purpose - Snips with developing scissor skills to cut a range of straight lines, shapes and objects Leaf painting/collage	Artist - Christopher Marley - Minibeast art Designing homes for hibernating animals. Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats Collage - symmetrical butterflies Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating minibeast masks. Uses a tool for a specific purpose - Snips with developing precision scissor skills to cut a range of straight lines, shapes, objects and pattern.	To make and use props and materials to act out familiar stories and characters. Puppet shows: Provide a wide range of props for play which encourage imagination. Create Father's Day Crafts Uses a tool for a specific purpose - Snips with developing precision scissor skills to cut a range of straight lines, shapes, objects and pattern. Provide children with a range of materials for children to construct with.



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	Uses a tool for a specific purpose - Snips with emerging scissor skills to cut a range of straight, zig-zag and curvy lines. Exploring sounds and how they can be changed, tapping out of simple rhythms.	Exploration of other countries – dressing up in different costumes. Retelling familiar stories Creating outer of space pictures				
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Early Learning Goals

End of the year - Holistic / best fit Judgement

Communication and Language	Personal, social, emotional	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
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	development					
ELG: Listening, Attention and Understanding 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 ELG: Speaking 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	ELG: Self-Regulation 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	ELG: Gross Motor Skills 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. ELG: Fine Motor Skills 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.	ELG: Comprehension 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. ELG: Word Reading 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. ELG: Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing	ELG: Number 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. ELG: Numerical Patterns 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.	ELG: Past and Present 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. ELG: People, Culture and Communities 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.	ELG: Creating with Materials 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. ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.



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tenses and making use of conjunctions, with modelling and support from their teacher.	cooperatively and take turns with others. Form positive attachments to adults and friendships with peers;. Show sensitivity to their own and to others' needs.		the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.		ELG: The Natural World 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.	
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