

Our Curriculum: **Early Years Foundation Stage 1 (Poppies)***Long Term Plan*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Theme	<i>Being Me in my World</i>	<i>Fabulous Festivities and feasty treats</i>	<i>The world around us</i>	<i>The Natural World</i>	<i>Splish, Splosh, Splash</i>	<i>Adventures Near and Far</i>
High Quality Texts	Happy in our skin My Big Book of Families The colour monster The tiger who came to tea People Need People	Little Red Hen/Pumpkin Soup A day to remember/Remembrance day) Festivals of colour Gingerbread man/Stick Man One Snowy Night Arctic Animals (Non-Fiction)	Somebody swallowed Stanley (Eco) Smed and Smoos Zog Whatever next Alien's love underpants (2 week – Valentine's)	The Enormous Turnip The Hungry Caterpillar The Very Busy Spider What The Ladybird Heard Dear Zoo Spring Non-fiction (Animals and their young)	Under the sea Sharing a shell Tiddler Pirate's Love Underpants Room on a broom The Snail and the Whale	The Highway Rat Little Red Riding Hood The Three Pigs The 3 Billy Goats Gruff Colour monster goes to school Starting School
Festivals, events & occasions	Transitioning to Preschool Black History Dussehra Festival	Harvest Halloween Remembrance Day Bonfire night Anti-bullying week Diwali Hanukkah St Andrew's Day Christmas New Year	Epiphany Burns Night Chinese New Year Safer Internet Day Valentine's Day	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 Reception Sports Day



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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 Famly.	On entry in class assessment Recorded on Famly	In line with the development matters observation checkpoints Pupil progress meetings Parents evening info - Famly report generated and sent to parents EYFS team meetings In house moderation Midterm Assessments	In line with the development matters observation checkpoints EYFS team meetings Phase meeting and internal moderations	In line with the development matters observation checkpoints Pupil progress meetings Parents evening info EYFS team meetings Famly report generated and sent to parents	In line with the development matters observation checkpoints EYFS team meetings	In line with the development matters observation checkpoints Pupil progress meetings Parents reports- Famly report generated and sent to parents EYFS team meetings
Parental Involvement						
	Stay & Play at the beginning of academic year Home visit for new families Famly Little Star Vouchers	Christmas Performance Parents Evening Famly Report Little Star Vouchers	Stay and Play Parents Evening Famly Report Little Star Vouchers	Sports Day Little Star Vouchers	Little Star Vouchers	Famly Parents Reports Graduation Little Star Vouchers



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Communication and Language						
Observational Checkpoint	Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name? Around the age of 4, is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”? Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver”. Is the child using the future and past tense: “I am going to the park” and “I went to the shop”? Can the child answer simple ‘why’ questions?					
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Knowledge	To sing rhymes and look at picture books. To talk about the different characters and what they are doing. To talk about themselves and their families. Develop communication that can be understood by others. To know that stories have different character which could be real and pretend. To know to sing words clearly so that they are audible. To know that it is OK to talk to others about wants and needs.	To talk about celebrations at home. To listen to stories on celebrations such as birthdays, Diwali, Christmas, Hanukah etc and to talk about them and why they are celebrated. To listen to, and follow simple instructions. To know that stories have a beginning, middle and an end. To be able to understand simple instructions.	To begin to use a wide range of vocabulary in the correct context. To talk in short sentences that others can understand. To listen to, and follow simple instructions and respond to questions appropriately. To be able to differentiate and categorise objects based on their properties. To remember new words I am learning when talking to others. To be able to understand simple instructions, questions and commands.	To listen to traditional stories and retain key vocabulary. To be able to talk about the setting, characters and the structure of the story. To be able to use connectives e.g. Once upon a time and then. To listen to, and follow simple instructions and respond to questions appropriately. To talk in short sentences that others can understand. To know that stories have a beginning, middle and an end. To be able to answer questions related to the story. To be able to understand simple	To listen to traditional stories and retain key vocabulary. To be able to answer questions and share opinions using the relevant vocabulary. To be able to talk about the setting, characters and the structure of the story. To be able to use connectives e.g. Once upon a time and then. To know that stories have a beginning, middle and an end. To be able to answer questions related to the story. To be able to use vocabulary learnt to have a conversation with others.	To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly. To be able to answer questions and share opinions using the relevant vocabulary. To be able to talk about the setting, characters and the structure of the story with confidence. To be able to independently sequence familiar rhymes and to be able to say what happens next in a story. To use the words they know appropriately to organise themselves and their play.

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				instructions, questions and commands.		
Personal, Social and Emotional Development						
Observational Checkpoint	Around the age of 3 Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while? Around the age of 4 Does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?) Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different You will need to work closely with parents and other agencies to find out more about these developmental difficulties. Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play. Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge -	To separate from main carer and learn to adapt to the preschool environment. To select and use activities and resources, with some support if needed. To wash hands after using the toilet To know that they can approach adults in preschool when needed.	To learn about daily routines and classroom rules. To be aware of behavioural expectations in the preschool To select and use activities and resources, with some support if needed. To show an awareness of the importance of oral health. To know how to adapt behaviour to suit classroom routines. To show confidence in asking adults for support. To know that oral hygiene is important and	To learn how to share resources and play in a group. To learn to look after resources within the class. To listen to, and follow rules set. To take turns whilst playing and waiting patiently to have a go. To know how to manage their emotions in different situations. To know that there are boundaries set. To know about different feelings and be able to talk about them during circle time, 'happy',	To show independence in accessing and exploring the environment. To independently put on coats and use the toilet. To listen to, and follow rules set. To learn to look after resources within the class. To be aware of the different areas in the Preschool and how to explore them safely. To approach an adult if they need support.	To be able to initiate play with peers and keep play going by giving ideas. To become more outgoing with unfamiliar people. To show more confidence in new social situations. To begin to find solutions to conflicts. To show an awareness of how others may be feeling. To know that to play nicely it's important to share and take turns. To know that if I am upset, I can use phrases such as "stop it, I don't	To gain enough confidence to talk to adults and peers. To begin to be assertive towards others where necessary. To know how to talk politely and develop an understanding of what is appropriate. To know that it is OK to challenge others, but they must remember to always be kind. To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc.

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		also know that eating fruits and vegetables is healthy for teeth and our bodies	'sad', 'angry' or 'worried'.		like it" to convey my discomfort. To know that it is OK to engage with others, even if in a different environment.	
Physical Development						
Observational Checkpoint	Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles. You can help them by encouraging them to scoot on sit-down trikes without pedals and jump on soft-play equipment.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge -	To take care of toileting needs independently. To begin to show a preference for a dominant hand. To climb apparatus safely. To begin to show awareness of moving equipment safely with peers. To know about personal hygiene and the importance of being clean and tidy. To know that washing hands is important after using the toilet and before we eat. To know that books in English should be read from left to right and one page at a time.	To independently put on their coats, with some support for the zipper and buttons. To copy dance moves and to move to different kinds of rhythms. To use mark making resources with increasing independence. To show confidence in dressing up and self-care activities. To know how to move on different beats and rhythms e.g. slowly for slow music and fast on quicker beats. To know how to use mark making resources effectively, e.g. how to use scissors to snip or how to use a paint brush to paint.	To learn about different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, Dough Disco etc. To mark make in sensory trays and also copy different patterns. To mark make using a comfortable grip when using pencils and pens. To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills. To hold jugs and containers confidently and pour from one container into another. To show awareness of healthy food choices and impact on our body.	To hold the pencil correctly using a tripod grip. To begin to form numbers and familiar letters, e.g. letters in their name. To look at books independently whilst turning pages one at a time. Using balancing apparatus. To mark make using a comfortable grip when using pencils and pens. To know that the pencil needs to be held comfortably and with one hand to form letters and numbers. To know how to use one handed tools effectively.	To hold the pencil confidently, using the tripod grip and forming letters and numbers mostly correctly. To be able to use scissors confidently and make straight, zig zag and circular snips using one hand. To run skilfully and be able to negotiate space. To mark make using a comfortable grip when using pencils and pens. To know the correct ways of forming letters. To know that snips should be made on the line and the pattern should be followed. To know how to feed paper/materials through	To be secure in holding the pencil, using the tripod grip and forming letters and numbers mostly independently. To independently write their name. To confidently use scissors and other tools safely. To mark make using a comfortable grip when using pencils and pens. To know how to hold the pencil correctly and also recognise and self-correct when they form letters incorrectly. To successfully take part in group games with support from an adult. To move confidently and safely in a range of

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	To use alternate feet when climbing apparatus. To show independence with eating and drinking, e.g. being able to feed self and ask for help with opening containers.		To know what the different tools in the Nursery are and how to use them safely, e.g. scissors, mallets, pegs, hammers and pencils. To know that they need to use tools with a dominant hand. To be able to fill containers with different materials, e.g. sand, water etc and to show confidence in carrying them from one point to another without dropping. To know how to use the outdoor climbing frame as well as the bikes/scooters to move in different ways and safely. To know what making right food choices looks like.	To be able to follow a simple sequence of movements to music and rhythm.	hand when cutting around objects. To be aware of obstacles whilst running, riding a scooter/bike etc and display some spatial awareness.	ways, avoiding obstacles; running/ hopping/ skipping etc.
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Literacy						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge -	To be able to mark make and identify their marks. To recognise familiar logos and labels within the environment To know that text can be used as a form of identification. To know that text has a meaning. To know that text is read from left to right and top to bottom in English. To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages To learn a range of Nursery Rhymes.	To find and identify familiar letters, e.g. letters in their names. To talk about and retell a range of familiar stories. To begin to explore initial sounds in familiar words. To know that letters are used to make up words. To learn that stories have a sequence; beginning, middle and end. To know that text is read from left to right and top to bottom in English. To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages To begin to acknowledge initial sounds and their	To begin to attempt writing familiar letters, e.g letters in their name. Adults will consistently model correct formation. To find and identify familiar letters, e.g. letters in their names. To talk about and retell a range of familiar stories. To join in with repetition within stories and rhymes. To be able to talk about different parts of the story.	To be able to mark make and give meaning to their marks. To begin to form some letters correctly, e.g. letters in their name. To be able to talk about their marks with confidence. To talk about the sounds they have identified. To join in with repetition within stories.	To identify the pictures linked to sound. Children will begin to identify some sounds during oral blending games. To begin to make predictions about a story, sometimes supported by an adult with vocabulary. To identify the pictures with corresponding. To join in with repetition within stories. To be able to talk about different parts of the story.	Lots of games focussing on oral blending. Make predictions about a story using the relevant vocabulary with independence. To mark make for a purpose and be able to talk about the marks. To join in with repetition within stories. To engage in extended conversations about stories.



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		relevance in the environment				
Phonics						
					Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother by introducing our systematic synthetic phonics program - Read Write Inc	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother by introducing our systematic synthetic phonics program - Read Write Inc

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Mathematics						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Learning Covered	Recognising and counting numbers to 5. 2D Shapes. Number rhymes. Sequencing.		One more/less. Size. Recognising and counting numbers beyond 5. Representing numbers. Subitising. Patterns. Positional Language.		2D and 3D shapes. Sequences. Size. Length. Weight and Capacity. Review of previously taught concepts. Positional Language.	
Knowledge -	To talk about what happened today, yesterday and tomorrow. To count out a group of up to 5 objects. To show an understanding of 1:1 counting to 5. Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners Singing a range of number songs. To say number names to 5 in order. To know that time can be measured using days.	To count out a group of up to 5 objects. To match number of objects to numeral. To show an understanding of 1:1 counting to 5. Knowing that the last number you count represents the total number of objects To say number names to 10 in order. To know that a group of objects can also be represented by a number Singing a range of number songs. To know that the last number said represents	To count out a group of up to 10 objects. One more/less using a number line. To develop fast recognition of numbers. To count up to 10. To show an awareness of how numerals are formed and to experiment with own mathematical mark making. To talk about and explore patterns in the environment. To create and repeat simple patterns. To subitise to 3.	To identify, describe and compare groups of objects. To compare and order objects according to their weight and distance. To develop fast recognition of numbers. To count up to 10. To show an awareness of positional language such as under/behind/ next to/over/ on top of. To independently create and talk about own patterns using a range of objects and resources. To subitise to 3. To know number order to 5 when counting.	Practical problem solving with numbers up to 5. To select and use shapes appropriately in play, combining them to make models and enclosures. To develop fast recognition of numbers. To use relevant mathematical vocabulary when talking about learning. To begin to make sensible comparisons between objects relating to size, length, weight and capacity. To begin to describe a sequence of events accurately. To recall simple facts about a familiar journey.	To count, order and recognise numbers to 5, in and out of sequence. To name and describe 2D shapes. To name some common 3D shapes and properties. To compare and order objects according to their size and distance. To develop fast recognition of numbers. To use relevant mathematical vocabulary when talking about learning. To begin to describe a sequence of events accurately. To recall simple facts about a familiar journey. To subitise to 5.



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	To know that the last number said represents the total number of objects To show an awareness and name some 2D shapes in the environment.	the total number of objects To show an awareness and name some 2D shapes in the environment.	To know number order beyond 5 when counting. To say number names to 10 in order. To be able to say number names forwards and backwards to 5. To know that each object should only be counted once. Singing a range of number songs.	To use the language of more and less to compare amounts. To know that numbers can be ordered. To be able to demonstrate through games and role play an understanding of positional language. Singing a range of number songs.	To subitise to 5. To remember the order in which things happen. To know that subtraction means taking an amount away from a group. To know that some shapes more appropriate than others when building. To remember different aspects of a journey, e.g. "I walked over a bridge to get to school".	To learn vocabulary linked to describing size and distance. To be able to say number names forwards and backwards to 5. To remember the order in which things happen. To remember different aspects of a journey, e.g. "I walked over a bridge to get to school".
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Understanding the World						
General Theme	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge -	Discussion about families and their similarities and differences Family- same and different- books about families from the past e.g. Bonfire night and Guy Fawkes Materials and their properties Make observations of winter animals. Describe the local environment, using all their senses to explore the natural and urban world Describe and compare the Arctic. How Christmas is different around the world Christmas- changes linked to toys Know some similarities and differences between religious and cultural communities- look at different celebrations e.g. Christmas, Bonfire Night, Diwali, etc.		Compare the local environment and the seaside Sea sides in other countries Contrasting environments Look at life in the past e.g. grandparents holidays- photos, books, etc. Look at different jobs and compare.	Remembers and talks about significant events in their own experiences. Jobs - Postman bear, Nurse/doctor - Zog, Farmer - What the Ladybird Heard Recognises and describes special times or events Shows an interest in technological toys with knobs or pulleys, or real objects. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.	Explorers- develop understanding of characters from the past Grow and care for plants from seeds- understanding of life cycles Animals and their habitats linked to climate and landscape Know some similarities and differences between the world around them and contrasting environments Map skills Describe other environments Make observations of plants and animals	Develop understanding of the past using stories and photographs etc. Explore collections of materials and use senses Look at and create maps of the local area Know some similarities and differences between the world around them and contrasting environments Map skills Understand need to care for the environment

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Expressive Art & Design						
General Theme	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge -	Listening to and join in with Nursery rhymes and use musical instruments to tap out a rhythm. To learn about different art and music. Uses various construction materials. To know that different musical instruments make different sounds and to differentiate between the sounds, sharing thoughts and feelings about what they have heard. For children to be able to construct with a purpose and safely. To explore a range of art materials such as paint, glue, pens, powder paints, chalk.	Sing familiar Nursery Rhymes. To use different colours and materials to make Patterns. To make cards and decorations for friends and family using a range of media. To make patterns with paint and different objects, exploring what happens when you mix colours. Joins construction pieces together to build and balance. To know how different colours and materials can be used to create things. To learn about art and crafts from different cultures e.g. Rangoli patterns and divas are from India and Christmas is celebrated by Christians all around the world.	To use scissors effectively. To begin to act out different scenarios using props to enhance imaginative play. Sing familiar songs or make up own songs. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. To play instruments with increasing control. To know how colours can be mixed to make a new colour. To use their imagination to create different works of art. For children to be able to construct with a purpose and safely. To play instruments to express feelings and ideas.	To learn about different textures and talk about them. Feely bag activities with different objects for children to feel and describe. To engage in role play by making stick puppets of different story characters. Sing familiar Nursery Rhymes. Realises tools can be used for a purpose. To create closed shapes with continuous lines which represent objects that can be spoken about or identified. To know about the different materials and what can be created with them. To use their knowledge of stories in acting them out with friends. Sing songs clearly using correct words that have been learned. To know how to create recognisable	To use puppets and props to act out different traditional stories. To make masks for role play. Sing familiar songs in the correct tone and changing melody if appropriate. Uses available resources to create props to support role-play. To use available props to develop stories and make imaginative play more purposeful. To show different emotions in pictures clearly. To draw with increasing control, representing features and detail clearly. To know how to use props appropriately for particular stories. To know that they can change their voices whilst singing or acting out stories to create a dramatic effect.	Sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm. To listen to music and create movements to the different beats. To construct with bricks and blocks to make an enclosure. Explore different materials freely, using them with a purpose. To know that body movements can be changed depending on the rhythm to achieve a desired effect. To know that different construction toys can be used to make new things that can be used in pretend play. To show confidence in choice of media when creating a model or picture.



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				representations of objects.	For children to be able to construct with a purpose and safely. To know how to use available props to develop stories and make imaginative play more purposeful.	
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