EYFS Long Term Plan 2025 -2026

Characteristics of Effective Learning

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

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.

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.

Unique Child: Every child is unique and has the potential to be resilient, capable, confident, and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

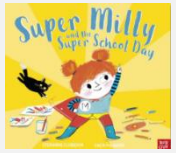
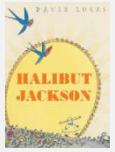
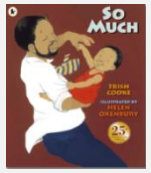
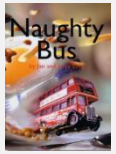
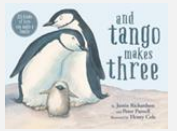
Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

PLAY: At Snape Community Infant and Nursery School we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds children's confidence as they learn to explore, to relate to others around them, and develop relationships, set their own goals, and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'.

EYFS Team

We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes **NB:** *These themes may be adapted at various points to allow for children's interests*	**All About me!** • Starting school / my new class / • New Beginnings • People who help us / Career/ • Heroes/ Superheroes • My family • PSED focus – relationships and feelings • Being Kind/Staying Safe • Staying Healthy/Food • Human Body/Oral Health	**Let's celebrate!** • Bonfire night celebrations • Diwali • Remembrance Day • Hanukkah • The Nativity • Christmas Lists • Letters to Father Christmas	**Ticket To Rid!** • Around the Town – Snape, Thornton Watlass, Bedale • How do I get there? – Types of transport • Where in the world have you been? – countries study Where do we live in the UK/world? • Fly me to the moon! - Neil Armstrong/Tim Peakes • Vehicles past and Present Design your own transport!	**Come Outside!** • The great outdoors • Forest Schools • Plants & Flowers • Weather / seasons • Planting beans/seeds • Make a sculpture: Andy Goldsworthy • Reduce, Reuse & Recycle • Fun Science / Materials	**Amazing animals!** • Life cycles –frogs, butterfly Safari • Animals around the world Climates / Hibernation Down on the Farm ○ Mini Beasts Animal Arts and crafts Night and day animals • Animal patterns David Attenborough	**Fun At the Seaside!** • Where in the world shall we go? Holidays/seaside Send me a postcard! ○ Marine life Fossils – Mary Anning Seasides in the past • Compare: Now and then! • Seaside art Pollution in the sea • Lighthouses – Grace Darling
High quality Texts	My Shadow is Pink - Scott Stuart  Super Milly and the Super School Day Stephanie Clarkson  	Halibut Jackson David Lucas  So Much Trish Cooke  	Look Up Bryon and Dapo Adeola  Naughty Bus Jan Oke  	The Tiny Seed by Eric Carle  The Extraordinary Gardener Sam Boughton  	Oi! Frog Kes  And Tango Makes Three Justin Richardson & Peter Parnell  	Stella and the Seagull Georgina Stevens  Ocean Meets Sky Eric Fan and Terry Fan 
'Wow' moments **Enrichment**	• Family picnic – Grandparents • Autumn Walk • Visitors –Emergency services – • National Poetry Day • Harvest Festival – Make Bread • World Mental Health Day – Hello Yellow • Diwali	• Guy Fawkes / Bonfire Night – firefighter visit • Remembrance Day • World Nursery Rhyme Week • Anti Bullying Week • Children in Need • Hanukkah • Christmas Jumper Day • Christmas Nativity/ Church Service	• Post a letter – Walk • Food tasting – countries • Map work - Find the Treasure • Role play – London Bus Trip to Scruton Station • Lunar New Year • Children's Mental Health week • Shrove Tuesday • Lent	• Thorp Perrow Trip • Eggs – Butterfly • Nature Scavenger Hunt/walk • School Garden Activities • World Book Day • Holi • British Science Week • Ramadan • Easter Activities	• Let's go on Safari – (Book and • virtual trip) • An animal a week from the local community visits • Tadpoles in class ○ Vets Roleplay ○ Earth Day • Eid • Gardening week	• Trip to Saltburn • Under the Sea – singing songs and sea shanties • Map work - Find the Treasure • Ice – Cream Van visit End of year family picnic • Transition events

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	**All About me!**	**Let's celebrate!**	**Ticket to ride!**	**Come Outside!**	**Amazing animals!**	**Fun At the Seaside!**
British Values **Sharing Circles**	**Mutual respect** • We are all unique. • We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.	**Mutual Tolerance** • Everyone is valued, all cultures are celebrated, and we all share and respect the opinions of others. • Mutual tolerance of those with different faiths and beliefs and for those without faith. • Done through celebrations.	**Rule of Law** • We all know that we have rules at school that we must follow. • We know who to talk to if we do not feel safe. • We know right from wrong. • We recognise that we are accountable for our actions. • We must work together as a team when it is necessary. • Class rules	**Individual Liberty** • We all have the right to have our own views. • We are all respected as individuals. • We feel safe to have a go at new activities. • We understand and celebrate the fact that everyone is different.	**Democracy** • We all have the right to be listened to. • We respect everyone and we value their different ideas and opinions. • We have the opportunity to play with who we want to play with. • We listen with intrigue and value and respect the opinions of others.	**Recap all British Values** • Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. • Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
Assessment opportunities	• In-house - Baseline data on entry • National Baseline data by end of term • Phonics assessments • Key word assessments • EYFS team meetings	• On going assessments Pupil progress meetings Parents evening info • EYFS team meetings • In house moderation • End of term Assessments • Phonics assessments • Key word assessments	• GLD Projections for EOY Cluster moderation EYFS team meetings • Phase meeting and internal moderations	• Pupil progress meetings Parents evening info EYFS team meetings • End of term Assessments • Phonics assessments • Key word assessments	• Cluster moderation EYFS team meetings	• Pupil progress meetings Reports • Phonics assessments • Key word assessments • EYFS team meetings • EOY data
Parental Involvement	• Stay and Play session • Seesaw involvement • Parents picnic/walk • Parents Evening	• Seesaw involvement • Nativity	• Seesaw involvement • Parents Evening	• Seesaw involvement • Easter Activities	• Seesaw involvement	• Seesaw involvement • End of year family picnic

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	**All About Me!**	**Let's Celebrate!**	**Ticket to Ride!**	**Come Outside!**	**Amazing Animals!**	**Fun at the Seaside!**
Communication and Language Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.	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 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.**					
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. **Daily story time using high quality texts (from the EYFS Recommended reads list)** 	**Welcome to EYFS** • Settling in activities • Making friends • Children talking about • experiences that are • familiar to them • What are your passions / • goals / dreams? • About family routines and • special occasions Show an interest in the lives of other people • Follow instructions (settling in, putting my things away) • Develop vocabulary: • Golden Thread of • Language. • Model talk routines through the day.	**Tell me a story!** • Develop vocabulary: • Discovering Passions • Tell me a story - retelling traditional tales: • Story language • Listening and responding to stories • Following instructions • Takes part in discussion Understand how to listen carefully and why listening is important. • Choose books that will develop their vocabulary. • Link stories to celebrations	**Tell me why!** • Using language well • Ask's how and why questions… • Retell a story with story language • Remember key points from a story • Story invention – talk it! • Ask questions to find out more and to check they understand what has been said to them. • I can describe events (Chinese New Year, explore London, different countries, places) • Listen to and talk about stories to build familiarity and understanding. • Learn rhymes, poems, and songs.	**Explain to me!** • Word Aware: explore vocab • Reciting poems and songs • I can learn and recite, poems and songs: Rhyme of the week • Tell me a story - retelling stories • Articulate a life cycle • I can listen to and engage in and talk about selected non-fiction • I can articulate my ideas and thoughts into well-formed sentences • I ask questions to find out more about nature and the great outdoors.	**Can you recount an event?** • Explore Vocab • I can learn and recite, poems and songs: Rhyme of the week • I can listen to, engage in and talk about non-fiction • Using the iPad to take a photograph • I can describe events in some detail: Thorp Perrow trip, frog life cycle.	**Tell me about differences?** • Explore Vocab • I can learn and recite, poems and songs: • Rhyme of the week • I can talk about similarities and differences between things in the past and now (seasides) • I can talk about the experiences I have had at different points in the school year (end of year video)

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General Themes	**All About Me!**	**Let's Celebrate!**	**Ticket to Ride!**	**Come Outside!**	**Amazing Animals!**	**Fun at the Seaside!**
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.**					
Managing Self-regulation Making Relationships Well-being 	**Self-regulation: My feelings** • To identify different feelings and emotions. • To identify and express my feelings. • To explore different coping strategies to help regulate our emotions. • To explore the different adjectives that can be used to describe feelings. • To explore different facial expressions and what they mean. • To identify different feelings and how to moderate behaviour socially and emotionally.	**Building relationships: Special relationships** • To understand that all families are valuable and special. • To talk about people that hold a special place in children's lives. • To think about what it means to be a valued person. • To understand why it is important to share and cooperate with others. • To see themselves as a valuable individual. • To explore diversity through thinking about similarities and differences.	**Managing self: Taking on challenges** • To understand why we have rules. • To understand the importance of persistence in the face of challenges. • To develop confidence in their own ability to solve problems. • To work together as a group to overcome challenges. • To learn and practise 'grounding' coping strategies. • To understand the importance of perseverance in the face of challenge. • To learn new skills, showing resilience and perseverance in the face of challenge.	**Self-regulation: Listening and following instructions** • To understand why it is important to listen carefully. • To listen attentively to a story. • To talk about and retell parts of a story they have deep familiarity with. • To understand why it is important to listen carefully. • To understand why it is important to tell the truth and think about the feelings of others. • To follow instructions involving several ideas or actions. • To listen and respond to phrases and instructions that involve several ideas or actions.	**Building relationships: My family and friends** • To understand that we all have different beliefs and celebrate special times in different ways. • To understand why sharing is important. • To think about the perspectives of others in the class. • To understand the characteristics that make a good friend. • To think about why it might be difficult for others to be a good friend all of the time. • To consider why it is important to support each other by being kind. • To learn how to help, listen to and support others when working in a team.	**Managing self: My wellbeing** • To learn about the importance of exercise. • To explore how exercise affects different parts of the body. • To learn how yoga can help our bodies to stretch, relax and stay healthy. • To explore guided meditation and relaxation. • To understand why it is important to be able to take care of ourselves by completing independent tasks related to health, well-being and hygiene. • To understand what it means to be a safe pedestrian. • To understand what it means to eat healthily.
	Early learning Goals: 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. *** Controlling own feelings and behaviours *Applying personalised strategies to return to a state of calm *Being able to curb impulsive behaviours *Being able to concentrate on a task *Being able to ignore distractions *Behaving in ways that are pro-social *Planning *Thinking before acting *Delaying gratification * Persisting in the face of difficulty.**					

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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 help 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.**					
Fine motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. **Daily opportunities for Fine Motor Activities**	• 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 • Taking shoes off and putting them on	• 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 • Engage children in structured activities: guide them in what to draw, write or copy. • 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 / zips • Cutting with Scissors	• Threading, cutting, weaving, playdough, Fine Motor activities. • Hold pencil effectively with comfortable grip • Form 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	• Threading, cutting, weaving, playdough, Fine Motor activities. • Form letters correctly • Cut a shape out using scissors • Begin to draw diagonal lines, like in a triangle • Start to colour inside the lines of a picture • Draw pictures that are recognisable • Build things with smaller linking blocks, such as Duplo or Lego
Gross motor	**Weekly PE session (Mrs. Morley)** • Balance • Different ways of moving • Negotiate space • Travelling with confidence Refining fundamental skills	**Weekly PE session (Mrs. Morley)** • Ball skills: throwing, catching, kicking • Using different sized balls • Follow the rules of a game	**Weekly PE session (Mrs. Morley)** • Move energetically • Copy basic actions • Move to music • Negotiate space • I can perform teacher led warmups	**Weekly PE session (Mrs. Morley)** • Balance • Core muscle strength • Jumping and landing • Awareness of space	**Weekly PE session (Mrs. Morley)** • Follow the rules of a game • Use a racket • I can join in with a game	**Weekly PE session (Mrs. Morley)** • Running skills • Agility • Sports day

Weekly Cosmic Kids Yoga Lesson 	**CONTINUOUS PROVISION;** Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play- climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good options **From Development Matters 20':** Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

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General Themes	**All About Me!**	**Let's Celebrate!**	**Ticket to Ride!**	**Come Outside!**	**Amazing Animals!**	**Fun at the Seaside!**

Literacy

Comprehension - Developing a passion for reading

Children will visit the school library frequently

Word Reading

(Children to work in groups during the daily Little Wandle Reading Sessions)



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)

• I can show a preference for a book, song or rhyme.	• I can talk about events and characters in a story read to me. • I can join in with rhymes and stories. I can fill in missing words from well-known rhymes	• I can show interest and answer simple questions about the text • I use words that I know to check my reading makes sense	• I can demonstrate understanding when talking about what I have read • I can repeat words or phrases to check my reading	• I am beginning to notice if my reading makes sense and looks right • I think about what I already know to help me with my reading • I can say rhymes by heart • I can sometimes notice errors I know that illustrations can help me make sense of my reading	• I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG) • I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)
Phonic Sounds: (Whole class and intervention groups) • I can handle books correctly and follow print left to right, top to bottom • I can locate the title • I can segment and blend • words orally • I can recognise words that rhyme	**Phonic Sounds: (**Whole class and intervention groups) • I can Link most sounds to letters • I am beginning to blend and segment in order to read vc and cvc words • I am beginning to match spoken word to written word (1 to 1 cor) across 2-3 lines of print • I can read some Phase 2 words including some tricky words	**Phonic Sounds: (**Whole class and intervention groups) • I can locate and recall the title I can read with 1-1 correspondence • I can read some common irregular words (Phase2/3) • I can link all sounds to letters I can solve simple words by blending sounds and I check what I read makes sense and sounds right	**Phonic Sounds: (**Whole class and intervention groups) • I can read and understand simple sentences • I can use phonic knowledge to read and decode regular words I can read all Phase 2 words • I can read some of Phase 3 words	**Phonic Sounds: (**Whole class and intervention groups) • I can read phase 3 words • (decodable and tricky) • I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG) • I can read words consistent with my phonic knowledge by sound blending (ELG) • I can re-read books showing increased accuracy and fluency	**Phonic Sounds: (**Whole class and intervention groups) • End of term assessments • Transition work with Year 1 staff

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Writing **Texts may change due to children's interests** 	**Texts as a Stimulus:** See lists of topic linked books on page 2. • Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. • Name writing • Shopping lists, • Writing initial sounds and simple captions. • Writing for a purpose in • role play PHASE WORDS	**Texts as a Stimulus:** See lists of topic linked books on page 2. • Name writing, labelling using initial sounds, story scribing. Retelling stories, letter writing (to Santa) • Support children to identify the sounds that are difficult to spell in their chosen words. PHASE WORDS	**Texts as a Stimulus:** See lists of topic linked books on page 2. • Writing tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. • Guided writing based around developing a short sentence in a meaningful context. PHASE WORDS	**Texts as a Stimulus:** See lists of topic linked books on page 2. • Creating own story maps, writing captions and labels, writing simple sentences. • Writing short sentences to accompany story maps. • Labels and captions – life cycles • Character descriptions. • Order the Easter story PHASE WORDS	**Texts as a Stimulus:** See lists of topic linked books on page 2. • Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. • Form lower-case and capital letters correctly. PHASE WORDS	**Texts as a Stimulus:** See lists of topic linked books on page 2. • Non-fiction writing, writing sentences using a range of tricky words that are spelt correctly. • Beginning to use full stops, capital letters and finger spaces. • Innovation of familiar texts • Using familiar texts as a model for writing own stories. • Character description – • sea creatures PHASE WORDS

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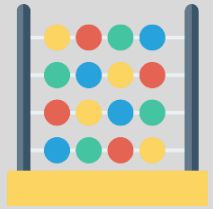
Maths *"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." –* ***Shakuntala Devi*** 	Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. 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 understand ing - 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.					
	WRM X2 weeks: • Baseline/getting to know you • Matching • Sorting • Comparing amounts • Compare size/mass/capacity • Exploring patterns	WRM • Representing and comparing 1,2,3 • Composition of 1,2,3 Circles and triangles & Spatial awareness • The number 4/ The number 5 • One more one less Comparing shapes Night and day (routines/time)	WRM • Zero and comparing numbers to 5 • Composition of 4 and 5 • Mass and capacity • Learning about 6,7 and 8 • Pairs and combining groups to 10 • Length and height	WRM • 9 and 10 • Comparing numbers to 10 Number bonds to 10 (2 weeks) • 3D shape • Consolidation (respond to what they need more support with)	WRM • Building numbers beyond 10 • Counting patterns/spatial reasoning • Adding more x2 weeks • Taking away x2 weeks	WRM • Doubles • Sharing and grouping Odd and Even • Spatial reasoning Deepening understanding x2 weeks • Patterns • Consolidation

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General Themes	**All About Me!**	**Let's Celebrate!**	**Ticket to Ride!**	**Come Outside!**	**Amazing Animals!**	**Fun at the Seaside!**
Computing Our aim is that children leave STW: - having had their lessons brought to life through ICT - as responsible digital citizens who are able to make the most of opportunities presented by the changing digital world - thinking about the safe use of the internet before accessing online material and know who to turn to for help when needed - being able to confidently debug and solve problems 	Set up continuous provision in your classroom Computing through continuous prevision	Computing systems and networks: Using a computer The main parts of a computer, how to use the keyboard and mouse and logging in and out	Programming 1: All about instructions The children learn to receive and give instructions and understand the importance of precise instructions	Computing systems and networks: Exploring hardware Tinkering and exploring and learning to operate a camera	Programming 2: Programming Bee-Bots Children learn about directions, experiment with programming a Bee-bot/Blue-bot and tinker with hardware	Introduction to data Children sort and categorise data and are introduced to branching databases and pictograms
	Overarching theme - SMART RULES: • To tell an adult if they see something on a digital device that upsets them • To know not to give out any information about themselves To know that not everything they see on the internet is true	• Identify everyday technology: links to technology at home • To earn what a keyboard is and how to locate relevant keys. • To log in and out. • To learn what a mouse is and develop control when using a mouse. • To develop basic mouse skills, including moving and clicking and using an online paint tool.	• To follow instructions as part of practical activities and games. To learn to give simple instructions. • To follow instructions as part of a dressing up game and learn to give simple instructions. • To learn that an algorithm is a set of instructions to carry out a task, in a specific order. They use logical reasoning to read simple instructions and predict the outcome.	• To explore and tinker with different hardware and are introduced to the relevant vocabulary. • To explore and tinker with hardware and identify where technology is used in places that they are familiar with, such as homes and • school. • To learn to operate a basic • camera to take photographs of their independent play. • To further develop their photography skills, taking photographs of their discoveries on a walk around the school grounds. • To work with an adult, children take selfie photographs to create a class gallery.	• To learn the meaning of directional arrows and follow a simple sequence of instructions. • To experiment with programming a Bee-Bot/Blue-Bot and tinker with hardware to develop familiarity and introduce relevant vocabulary. • To experiment with programming a Bee-bot/Blue-bot and to learn how to give simple commands. • To follow an algorithm as part of an unplugged game and learn to debug instructions when things go wrong. • To experimenting with programming a Bee-Bot/Blue-Bot and learning how to give simple commands. • Understanding how to debug instructions, with the help of an adult, when things go wrong.	• To sort and categorise objects. • To sort themselves into groups based upon given categories and then independently. • To respond to yes/no questions as an introduction to branching databases. • To learn branching databases through physical sorting and categorising. • Learn to interpret a basic pictogram.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	**All About me!**	**Let's celebrate!**	**Ticket to ride!**	**Come Outside!**	**Amazing animals!**	**Fun At the Seaside!**
Expressive Arts and Design *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.* *Work will be displayed in the classroom lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.* 	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.					

	• Join in with songs • Beginning to mix colours • Build stories around toys (small world) use available props to support role play • Build models using construction equipment. • Junk modelling, take picture of children's creations and record them explaining what they did. • Exploring sounds and how they can be changed, tapping out of simple rhythms. • Play pitch matching games, humming or singing • To draw a self-portrait (enclosing lines): draw definite features • To draw/paint pictures of their family and pets. • Feelings: taking photos of children acting out emotions • Drama conventions through literacy	• Use different textures and materials to make firework pictures • Listen to music and make their own dances in response. • Christmas decorations, Christmas cards, Divas, Christmas songs/poems • The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. • Making a stick man using natural objects • Music: Christmas Songs • Drama conventions through literacy • Role Play Party's and Celebrations. • Role Play - Nativity	• Design and make rockets. Design and make objects they may need in space, thinking about form and function. • Design a vehicle for a purpose – • Room on the broom • Junk modelling – houses, bridges, boats, transport. • Learn a traditional song and dance and perform it on our outdoor stage or in class. • Explore costumes from other countries/cultures • Role play – dressing up • Create space pictures (Van Gogh starry night) • Making lanterns, Chinese writing, puppet making, Chinese music and composition .	• Make different textures; make • patterns using different colours • Children will explore ways to protect the growing of plants by designing scarecrows. • Artwork themed around African Art • Learn a traditional African song and dance and perform it / Encourage children to create their own music. • Exploration of other countries – dressing up in different costumes Easter crafts printing, patterns on Easter eggs • Rubbings of leaves/plants • I can combine media to make a collage (collage chick) • Andy Goldsworthy natural art Easter Crafts • Observational drawings of plants and flowers. • Drama conventions through literacy	• Rousseau's Tiger / animal prints • / Designing homes for hibernating animals. • Collage owls / symmetrical butterflies • Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks. • Shadow Puppets Teach children different techniques for joining • materials, such as how to use adhesive tape and different sorts of glue. • Observational drawings of animals – Zoo lab minibeasts	• Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. • Colour mixing – underwater pictures. • Making models from recycled materials: link to keeping our sea clean • Using clay to make a coil pot (link to the curled shell in Sharing a Shell) • Salt dough fossils • Puppet shows – Children to use a wide range of props for play which encourage imagination. • Sand pictures – coloured sand • Drama conventions through literacy

Early Learning Goals – for the end of the year - Holistic / best fit Judgement!

Communication and Language



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

Personal, social, emotional development



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

Physical Development



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.

Literacy



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

Maths



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,

Understanding the World



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 –

Expressive arts and design



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

past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	• 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.		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 the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.	including evens and odds, double facts and how quantities can be distributed equally.	when appropriate – maps. **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.	move in time with music.